



CHILD CARE AND DEVELOPMENT FUND PLAN
FOR MICHIGAN
FFY 2004-2005

This Plan describes the CCDF program to be conducted by the State for the period 10/1/03 – 9/30/05. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including changing the options selected or described herein.

The official text of the applicable laws and regulations govern, and the Lead Agency acknowledges its responsibility to adhere to them regardless of the fact that, for purposes of simplicity and clarity, the specific provisions printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text.

Public reporting burden for this collection of information is estimated to average 162.57 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

(Form ACF 118 Approved OMB Number: 0970-0114 expires 05-31-2006)

Effective Date: October 1, 2003

Amended Effective: _____

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AMENDMENTS LOG

Child Care and Development Services Plan for
For the period: 10/1/03 -- 9/30/05

SECTION AMENDED	EFFECTIVE/ PROPOSED EFFECTIVE DATE	DATE SUBMITTED TO ACF	DATE APPROVED BY ACF

Instructions:

- 1) Lead Agency completes the first 3 columns and sends a photocopy of this Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional contact. A copy of the Log, showing the latest amendment pending in ACF, is retained in the Lead Agency's Plan.
- 2) ACF completes column 4 and returns a photocopy of the Log to the grantee.
- 3) The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain those "old" plan pages that are superseded by amendments in a separate appendix to its Plan.

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PART 1 -- ADMINISTRATION

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

1.1 Lead Agency Information (as designated by State chief executive officer)

Name of Lead Agency: Family Independence Agency

Address of Lead Agency: 235 S. Grand Avenue
P. O. Box 30037
Lansing, MI 48909

Name and Title of the
Lead Agency's Chief Executive Officer: Nannette M. Bowler, Director

Phone & Fax Numbers: (517) 373-2000
(517) 335-6106 (fax)

1.2 State Child Care (CCDF) Contact Information (day-to-day contact)

Name and Title of the
State Child Care Contact (CCDF): Melody Sievert, Director
Child Development and Care and
Family Independence Programs

Address of Contact: 235 S. Grand Avenue
P. O. Box 30037
Lansing, MI 48909

Phone & Fax Numbers: (517) 241-0669
(517) 241-7570 (fax)

E-Mail Address: sievertm@michigan.gov

1.3 Estimated Funding

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The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period: October 1, 2003 through September 30, 2004. (§98.13(a))

-CCDF: \$ 139.5 M

-Federal TANF Transfer to CCDF (if known): \$ unknown (FY 2004 budget not yet finalized)

-Direct Federal TANF Spending on Child Care (if known): \$ 197.1 M

-State CCDF Maintenance of Effort Funds: \$ 24.4 M

-State Matching Funds: \$ 34.9 M

-Total Funds Available: \$ 395.9M (only for sources identified above)

- 1.4** The Lead Agency estimates that the following amount (and percentage) of the CCDF will be used to administer the program (not to exceed 5 percent): 2 %
(658E(c)(3), §§98.13(a), 98.52)

- 1.5** Does the Lead Agency directly administer and implement all services, programs and activities funded under the CCDF Act, including those described in Part 5.1 – Activities & Services to Improve the Quality and Availability of Child Care, Quality Earmarks and Set-Aside?

() Yes. – GO to Section 1.8.

(X) No, and the following describes how the Lead Agency maintains overall control when services or activities are provided through other agencies. (658D(b)(1)(A), §98.11)

Child care training (Michigan Community Coordinated Child Care [4C] Association)

Incentive payments to and training of day care aide and relative care providers
(4C Association)

Technical assistance to Regional Community Coordinated Child Care Agencies and child care providers (4C Association)

Accreditation incentives (4C Association)

Provider Enhanced Quality Improvement Program [EQUIP] grants (4C Association)

Child care center, group home and family home start-up grants (4C Association)

Special project grants to regional 4C agencies to develop child care pilots (4C Association)

Child care information sessions for child care providers (4C Association)

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Resource and referral services (regional 4C agencies)

On-Site 4C Coordinators (regional 4C agencies)

Special needs enhanced referrals (4C Association)

The Family Independence Agency (FIA) contracts with the state and regional Community Coordinated Child Care Councils (4C Agencies) to implement services to improve the quality of and to increase the availability of child care in Michigan. Contract language provides for reimbursement for services and appropriate service delivery according to this plan. These multi-year contracts are pre-authorized by the Department of Civil Service and have been given sole source approval by FIA. As a result, these contracts are not open to new competition. Overall control is maintained through ongoing monitoring of monthly and quarterly reports.

Healthy Child Care Michigan activities (Michigan Department of Community Health)

- Public health and mental health consultation services
- Child Care Expulsion Prevention Project

Child Day Care Licensing staff support (Michigan Department of Consumer and Industry Services)

Interagency agreements with the Department of Consumer and Industry Services and the Department of Community Health include language that ensures proper administration of the programs in accordance with CCDF requirements. Agreement language includes evaluation and reporting components.

Better Kid Care Satellite Training and Better Kid Care training for low-income adults (Michigan State University Extension)

Contract language includes evaluation and reporting components.

Teacher Education And Compensation Helps [T.E.A.C.H.] Early Childhood® MICHIGAN (Contractor - Michigan 4C Association)

Contract language includes evaluation and reporting components.

1.6 For child care services funded under §98.50 (i.e., certificates, vouchers, grants/contracts for slots based on individual eligibility), does the Lead Agency itself: (§98.11)

- Determine individual eligibility of non-TANF families? YES X NO
If NO, identify the name and type of agency that determines eligibility of non-TANF families for child care:
- Determine individual eligibility of TANF families? YES X NO

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If NO, identify the name and type of agency that determines eligibility of TANF families for child care:

- Assist parents in locating child care? YES____ NO X

If NO, identify the name and type of agency that assists parents:

Regional Community Coordinated Child Care Agencies (Child Care Resource and Referral Service under contract with the Lead Agency)

- Make payments to providers? YES X NO____

If NO, identify the name and type of agency that makes payments:

- 1.7** Is any entity named in response to section 1.6 a non-governmental entity? (See section 1.6 of the guidance). (658D(b), §§98.10(a), 98.11(a))

() No.

(X) Yes, the following entities named in section 1.6 are non-governmental:

Regional Community Coordinated Child Care Agencies

Section 1.8 - Use of Private Donated Funds

- 1.8.1** Will the Lead Agency use private donated funds to meet a part of the matching requirement of the CCDF pursuant to §98.53(e)(2) and (f)?

(X) No. GO TO 1.9

() Yes. The name and type of entity designated to receive private donated funds is:

Name:

Address:

Contact:

Type (see section 1.6 of the guidance):

Section 1.9 - Use of State Pre-Kindergarten (Pre-K) Expenditures for CCDF-Eligible Children

- 1.9.1** During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF maintenance of effort (MOE) requirement?

() No.

(X) Yes,

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YES The State assures that its level of effort in full day/full year child care services has not been reduced, pursuant to §98.53(h)(1).

20 Estimated % of the MOE requirement that will be met with pre-K expenditures. (It may not exceed 20%.)

If the State uses Pre-K expenditures to meet more than 10% of the MOE requirement, the following describes how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

The Michigan Department of Education requires that applicants for both the competitive funding stream and the state school aid funding stream for our state pre-kindergarten program, the Michigan School Readiness Program (MSRP), conduct a needs assessment to make sure that the pre-kindergarten program aligns with the child care options in the local area. Priority is given in each funding stream to those applicants who propose wraparound child care either within the program or by coordinating with local child care providers. Each year, data is collected on each child who attends MSRP and on his/her eligibility for child care reimbursement if he/she were not enrolled in MSRP. The match level is calculated based on the savings to the child care fund by enrolling eligible children in MSRP in lieu of child care programs that would receive reimbursement for those children.

1.9.2 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF Matching Fund requirement? (§98.53(h))

- () No.
(X) Yes, and

20 Estimated % of the Matching Fund requirement will be met with pre-K expenditures. (It may not exceed 20%.)

If the State uses Pre-K expenditures to meet more than 10% of the Matching Fund requirement, the following describes how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

The Michigan Department of Education requires that applicants for both the competitive funding stream and the state school aid funding stream for our state pre-kindergarten program, the Michigan School Readiness Program (MSRP), conduct a needs assessment to make sure that the pre-kindergarten program aligns with the child care options in the local area. Priority is given in each funding stream to those applicants who propose wraparound child care either within the program or by coordinating with local child care providers. Each year, data is collected on each

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child who attends MSRP and on his/her eligibility for child care reimbursement if he/she were not enrolled in MSRP. The match level is calculated based on the savings to the child care fund by enrolling eligible children in MSRP in lieu of child care programs that would receive reimbursement for those children.

- 1.9.3 If the State answered yes to 1.9.1 or 1.9.2, the following describes State efforts to ensure that pre-K programs meet the needs of working parents (§98.53(h)(2)):

The Pre-K program serves the child development and care needs of children and meets the needs of working parents. The Department of Education provides assurance that at least 50% of the children receiving services meet the income guidelines described by the Michigan Family Independence Agency.

The Michigan School Readiness Program (MSRP), including competitive and state aid funding streams, provides preschool programs to 25,712 four-year-old children at risk of school failure that do not qualify for services in other state or federally funded programs. MSRP provides a high-quality preschool experience to Michigan children for a minimum of 2 ½ hours per day, 4 days per week, 30 weeks per year. Scientifically based research indicates that children who are provided with the MSRP show significant positive developmental differences when compared to children from the same backgrounds who did not attend a preschool program.

Part 2--DEVELOPING THE CHILD CARE PROGRAM

2.1 - Consultation and Coordination

2.1.1 Consultation. Describe the consultation the Lead Agency held in developing this Plan and the results of that consultation. At a minimum, the description must include the following:

- Representatives of local governments;
- Tribal organizations when such organizations exist within the boundaries of the State. (658D(b)(2), §§98.12(b), 98.14(b))

The FIA has a Child Development and Care Advisory sub-committee as part of a larger advisory committee comprised of local FIA supervisors. This committee provides ongoing input regarding proposed policy changes, systems process changes needed, and forms and publications needed. Members also provide valuable input and make recommendations on local child care needs and resources, the effectiveness of existing child care services, and the methods by which child care funds can be used to effectively address local child care issues, including child care quality.

The FIA participates in the Michigan Child Care Task Force (MCCTF) sponsored by legislative representatives. MCCTF provides a statewide monthly forum to learn about and develop strategies for improving early education and care in Michigan. Participating members include:

- Child care providers and parents
- Michigan Department of Education, Early Childhood and Parenting Programs
- Department of Consumer and Industry Services, Bureau of Family Services
- Ready to Succeed Executive Board members
- Head Start
- Legislators
- Child advocacy agencies – Michigan’s Children, Michigan Association for the Education of Young Children, Fight Crime Invest in Kids
- Community Coordinated Child Care (4C) Association and regional agencies
- Local/intermediate school district personnel, community college early childhood coordinators
- School-age Child Care Alliance
- Michigan State University Cooperative Extension, Lifelong Learning
- League of Women Voters

We partner with representatives of other state agencies involved in child care - Departments of Education, Consumer and Industry Services and Community Health – to coordinate service delivery.

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We also meet as needed with the:

- Department of Career Development – to coordinate child care services to their customers
- Department of Treasury – to coordinate electronic funds transfer and payments
- Department of Management and Budget – to coordinate the interactive voice response and Internet reporting systems
- E-Michigan – to coordinate electronic posting of information about child care

We have met with tribal organizations in the past to explain how we can work together and support each other's programs. On request, we provide information about market rate survey and needs assessment, the CCDF State Plan, and other forms and publications. The primary contacts are between the tribes and our local FIA offices to ensure coordinated services.

A public hearing was held to solicit input from all interested parties (including representatives from other state agencies, tribal organizations, advocacy communities, parents, providers, and local government). This public hearing was advertised statewide.

Copies of the proposed State Plan were mailed to the tribal community. Copies of the plan were made available to advocacy groups and the general public in local/district FIA offices and on the Internet.

- 2.1.2 Coordination. Lead Agencies are required to coordinate with other Federal, State, local, tribal (if applicable), and private agencies providing child care and early childhood development services.

Check any of the following services provided by agencies with which the Lead Agency coordinates. In each case identify the agency providing the service and describe the coordination and expected results:

X Public health including programs that promote children's emotional and mental health

Department of Community Health (DCH) – Coordinate, through an inter-agency agreement, for public and mental health child care consultation services to regulated and enrolled/informal child care providers serving children 0-5 (with a special emphasis on children ages 0-3) in designated areas of Michigan. Informal providers receive priority for services. The expected result of the public health consultation services is training for 450 child care providers to promote the health, safety, and social and emotional well-being of children. The expected result of the mental health consultation services is 10,000 children will be positively affected by intervention.

X Employment services

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Department of Career Development- Coordinate with the Michigan Works! Agencies, Work First Programs designed to establish and maintain a connection to the labor market for TANF recipients and recipients of non-cash child day care assistance. As a result, participants are placed into employment and occupationally relevant education and training programs.

___ Public education

___ TANF

X State Pre-K programs

Department of Education, Early Childhood and Parenting Programs – Coordinate with the Michigan School Readiness Program (MSRP), statewide preschool programs to 25,712 four-year-old children who are at risk of school failure and who do not qualify for services in other state or federally funded programs. This high-quality preschool experience results in significant positive developmental differences when compared to children from the same backgrounds that did not attend a preschool program.

X Head Start programs

Head Start State Collaboration Program – Coordination and collaboration with thirty-seven Head Start Agencies statewide:

- Support and participation in conferences
 - Michigan Early Childhood Collaboration Conference
 - Michigan Association for Infant Mental Health Conference
 - Michigan Head Start Early Education Training Conference
 - Children’s Trust Fund, Supporting Young Families with Children Conference
 - Michigan Oral Health Conference
 - Regional Child Care/Head Start training
- Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) Slide Chart - A guide for practitioners and parents to assess what should be taking place during a well baby check, developed and distributed (5,000 Spanish version, 25,000 English version)
- Managed Care – Keep Head Start Agencies informed on FIA and DCH changes in Medicaid policy
- Infant/Toddler Quality Improvement – WestEd training series presented to 800 child care providers to elevate the standard of care for infants and toddlers
- Community Education and Collaboration - Information dissemination to Head Start Agencies, early childhood communities and child care providers
- Early Head Start Expansion/Informal Care Providers Demonstration Project – Targets working families using informal care and also active for

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protective services, prevention services or foster care to improve early learning and care environments. Services 100 families.

- Family Literacy Partnership Project – Collaborative with community libraries to prepare children for success in school, train parents to be full partners in their children’s education, and/or parent literacy training that leads to self-sufficiency. A total of 37 literacy corners were funded throughout Michigan.

These services result in better informed consumers and better informed and trained providers.

X Programs that promote inclusion for children with disabilities
Head Start State Collaboration Program – Serves on the Partnerships with Early Childhood Programs Subcommittee of the State Interagency Coordinating Committee responsible for overseeing the terms of the Interagency Agreement to enhance services to children with disabilities.

X Others (please identify) (658D(b)(1)(D), §98.12(a), 98.14(a)(1) & (2))
Contract with Michigan State University Extension - Better Kid Care for satellite training and child care training for low-income adults in designated communities to promote an increase in provider knowledge, provider skills and quality of care provided. The expected result is 1,600 child care providers in 60 counties will participate in one or more satellite training sessions, and 100 low-income adults in up to 6 designated communities will participate in child care provider training.

Healthy Child Care America Campaign - Participate with the Department of Community Health in the Transitioning Healthy Child Care 2000- Michigan grant that supports a state Early Childhood Comprehensive System, resulting in the development of children that are healthy and ready to learn at school entry.

ZERO TO THREE – Participation in the National Infant and Toddler Child Care Initiative, a project of the Child Care Bureau, Administration for Children and Families, Department of Health and Human Services, resulting in technical assistance and consultation to improve the infant and toddler child care system in Michigan.

2.2 - Public Hearing

Describe the Statewide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. At a minimum, the description must indicate:

- Date(s) of statewide notice of public hearing: Beginning May 10, 2003.

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- Manner of notifying the public about the statewide hearing:
Newspaper advertisements, direct mail, Internet, Web page, list serves
- Date(s) of public hearing(s): June 4, 2003, in coordination with the Michigan Child Care Task Force meeting
- Hearing site(s): State Library of Michigan
- How the content of the plan was made available to the public in advance of the public hearing(s) (658D(b)(1)(C), §98.14(c)):
Newspaper advertisements, direct mail, Internet, Web page, list serves

2.3 - Public-Private Partnerships

- Describe the activities, including planned activities, to encourage public-private partnerships that promote private-sector involvement in meeting child care needs, including the results or expected results. (658D(b)(1), §98.16(d)):

FIA contracts with 15 regional 4C agencies to provide information to the general public on child care issues such as the availability of child care services, quality child care, financial assistance, statewide child care data, and the FIA Child Development and Care Program. The contract also provides for assistance in the local FIA offices through On-Site 4C Coordinators.

FIA participates in and supports the exploration and development of a state Early Childhood Comprehensive System and “Be Their Hero from Age Zero” campaign. Both efforts bring together leaders from state and local governments, corporate and small business, faith community, law enforcement, educators, parents, providers and experts in early childhood development to ensure that all Michigan children enter kindergarten ready to succeed in school and in life.

The Head Start State Collaboration Program Office is located within the FIA. This office is responsible for coordination of child care services with early childhood education efforts: Head Start and the Michigan School Readiness Program. This office also focuses on collaboration in the areas of health care, child care, children with disabilities, welfare, homelessness, family literacy, and national service (volunteerism).

We are a member and sponsor of the Head Start State Collaboration Program Advisory Committee composed of members representing various government departments, agencies, Head Start directors, staff and parents, child care providers, tribes, and the early child care community. The advisory committee meets six times a year.

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The Head Start State Collaboration Program Office is also responsible for coordinating child care services with tribes. A Native American representative of the Sault Ste. Marie Tribe of Chippewa Indians is on the advisory committee for this office. This office also facilitates the sharing of information between FIA offices and Head Start, Michigan School Readiness, migrant and tribal early childhood development programs.

Early childhood education programs are coordinated with the Department of Education's Early Childhood and Parenting Program office, which operates the Michigan School Readiness Program and all 21st Century Community Learning Center grants.

We have ongoing collaborative efforts in place with the:

- Department of Community Health for healthy child care activities, including child care expulsion prevention projects and Healthy Child Care Michigan participation
- Department of Consumer and Industry Services, Bureau of Regulatory Services, for support of approximately 71 child care licensing staff and other activities
- Michigan State University Extension for Better Kid Care satellite training and child care training for low-income adults to promote an increase in provider knowledge, provider skills and quality of care provided. The expected result is 1,600 child care providers in 60 counties will participate in one or more satellite training sessions, and 100 low-income adults in up to 6 designated communities will participate in child care provider training.

Contacts are also made during local, regional, state and national child care and related conferences, seminars, workshops and meetings.

Michigan Family Independence Agency administers, through contract, a T.E.A.C.H. (Teacher Education And Compensation Helps) Early Childhood® MICHIGAN Program which provides a sequential professional development path for teachers, program directors, and child care providers currently in the early childhood education and care field. A total of 1,257 participants in 79 Michigan counties have earned over 10,000 credits. Collaborative partnerships are facilitated among scholarship recipients, participating colleges and universities, the statewide Michigan Early Childhood Professional Development Consortium, child care programs, and FIA.

The FIA contracts with the statewide 4C Association for comprehensive training to child care providers. This program is entitled "Futures."

1. The Michigan Child Care Future's Project is designed to increase and retain the supply of quality child care services for children in families and communities.
2. The training is publicized, made accessible and delivered through the statewide network of community coordinated child care (4C) agencies.

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3. Other funding sources for the project come from public and private sources such as major foundations and private industry.
 4. Services include:
 - Developing and implementing a variety of provider training programs for all provider types, new and existing, and parents of young children: basic, advanced, administrative, care of children with special needs and a mini series. It is expected that 15,537 providers will be trained in FY 2003.
 - Developing and implementing a variety of provider start-up services and incentives for new child care providers. It is expected that 150 grants will be awarded in FY 2003.
 - Providing services designed to retain child care providers in the early childhood profession.

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PART 3 -- CHILD CARE SERVICES OFFERED

Section 3.1 - Description of Child Care Services

REMINDER: The Lead Agency must offer certificates for services funded under 45 CFR 98.50. (98.30) Certificates must permit parents to choose from a variety of child care categories, including center-based care, group home care, family child care and in-home care. (§98.30(e))

3.1.1 In addition to offering certificates, does the Lead Agency also have grants or contracts for child care slots?

- (X) No.
() Yes, and the following describes the types of child care services, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts: (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b))

3.1.2 The Lead Agency must allow for in-home care but may limit its use. Does the Lead Agency limit the use of in-home care in any way?

- () No.
(X) Yes, and the limits and the reasons for those limits are (§§98.16(g)(2), 98.30(e)(1)(iv)):

Limited only by enrollment criteria and ratios. See Attachment A listing requirements (FIA-220, back).

3.1.3 Are all of the child care services described in 3.1.1 above (including certificates) offered throughout the State? (658E(a), §98.16(g)(3))

- (X) Yes
() No, and the following are the localities (political subdivisions) and the services that are not offered:

Section 3.2 - Payment Rates for the Provision of Child Care

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish payment rates for child care services that ensure eligible children equal access to comparable care. These rates are provided as Attachment B. The attached payment rates are effective as of 8/18/96 (infant/toddler care in centers, family and group homes), 10/12/97 (day care aides) and 12/29/02 (relative care providers).

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With the support of the Michigan Legislature, an infant/toddler incentive was approved to bring day care centers, family and group homes caring for children under age 2 ½ up to 75% of the April 1999, market rate survey. In addition, 25 cents per hour was awarded to relative care providers and day care aides caring for children under the age of 2 ½ if they received at least 15 hours of child care training. The Legislature stipulated that these incentive payments were not to increase base funding, but were initially approved for Fiscal Year 2001. The Legislature has extended the infant/toddler incentive payments through FY 2003, with the possibility of extension through FY 2004. Attachment C shows per hour infant/toddler incentive payments made to providers caring for FIA-funded children under 2 ½ years old, effective 10/08/00.

The following is a summary of the facts relied on by the State to determine that the attached rates are sufficient to ensure equal access to comparable child care services provided to children whose parents are not eligible to receive child care assistance under the CCDF and other governmental programs. Include, at a minimum:

- The month and year when the local market rate survey(s) was completed: March 2002 . (§98.43(b)(2)) A copy of the Market Rate Survey and the results of the survey are provided as Attachment D .
- How the payment rates are adequate to ensure equal access based on the results of the above noted local market rate survey (i.e., the relationship between the attached payment rates and the market rates observed in the survey): (§98.43(b))
- Additional facts that the Lead Agency relies on to determine that its payment rates ensure equal access include: (§98.43(d))

The payment rates, plus incentive payments, for infant/toddler care in day care centers, family and group homes are set at the 75th percentile of the local market rate, as established by the market rate survey conducted in FY 1999. Incentive rates were effective 10/08/00.

Current caseload statistics show that 41% of the total cases served by the Child Development and Care Program are using regulated care, while 59% are choosing care by relatives and in-home aides. This indicates that parents have access to all types of care settings.

FIA defines “affordable child care” as child day care services provided at the rate of payment or reimbursement by the Family Independence Agency.

The Michigan Legislature appropriates federal and state money for the child care program in Michigan and establishes day care rates. Day care rates are based primarily on the level of state and federal funding available.

- If the payment rates do not reflect individual rates for the full range of providers -- center-based, group home, family and in-home care -- explain how the choice of the full range of providers is made available to parents.

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Payment rates reflect the full range of providers.

Section 3.3 - Eligibility Criteria for Child Care

By statute, all eligible children must be under the age of 13, or under age 19 if physically or mentally incapable of self-care, or under court supervision, and reside with a family whose income does not exceed 85% of the State Median Income (SMI) for a family of the same size and whose parent(s) are working or attending a job training or educational program or who receive or need to receive protective services. (658E(c)(3)(B), 658P(3), §98.20(a))

- 3.3.1 Complete column (a) in the matrix below. Complete Column (b) ONLY IF the Lead Agency is using income eligibility limits lower than 85% of the SMI).

Family Size	(a) 85% of State Median Income (SMI) (\$/month)	IF APPLICABLE (b) Income Level, lower than 85% of SMI, if used to limit eligibility	
		\$/month	% of SMI
1	\$2, 532	\$1,607	54%
2	3,311	1,607	41%
3	4,090	1,990	41%
4	4,869	2,367	41%
5	5,648	2,746	41%

The Lead Agency uses the State Median Income (SMI) of the year 2003 .

If applicable, the date on which the eligibility limits detailed in column (b) became effective: 10-06-91 (revised 2-01-03)

- 3.3.2 How does the Lead Agency define “income” for the purposes of eligibility? Is any income deducted or excluded from total family income, for instance, work or medical expenses; child support paid to, or received from, other households; Supplemental Security Income (SSI) payments? Is the income of all family members included, or is the income of certain family members living in the household excluded? Please describe and/or include information as Attachment ____ . (§§98.16(g)(5), 98.20(b))

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The income of all program group members is included.

Income means benefits or payments measured in money:

- Earned Income means income received from another person or organization or from self-employment for duties that were performed for remuneration or profit.
- Unearned Income means all income that is not earned income.

Generally, all income received is counted, except that which is specifically excluded, i.e. students' earnings.

3.3.3 Has the Lead Agency established additional eligibility conditions or priority rules, for example, income limits that vary in different parts of the State, special eligibility for families receiving TANF, or eligibility that differs for families that include a child with special needs? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

() No

(X) Yes, and the additional eligibility criteria are: (Terms must be defined in Appendix 2)

The need for child care services must be verified and exists only when responsible group members are unavailable to provide the child care because of one or more of the following need reasons:

- High school completion, and /or
- Agency approved education or training activity, and/or
- Employment, and/or
- Family preservation (a physical, mental or emotional condition for which treatment is being received)

As a condition of eligibility, applicants for services are responsible for pursuing other benefits for which they may be eligible such as child support and Unemployment Compensation.

Children needing child care must be either U.S. citizens or have an acceptable alien status. (See Attachment E.)

3.3.4 Has the Lead Agency elected to waive, on a case-by-case basis, the fee and income eligibility requirements for cases in which children receive, or need to receive, protective services, as defined in Appendix 2? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

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-
- () Not Applicable, CCDF-funded child care is not provided in cases in which children receive, or need to receive, protective services.
() No
(X) Yes
- 3.3.5 Does the Lead Agency allow child care for children above age 13 but below age 19 who are physically and/or mentally incapable of self-care? (Physical and mental incapacity must then be defined in Appendix 2.) (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

() No
(X) Yes, and the upper age is 18 (and a full-time high school student expected to graduate before age 19).
- 3.3.6 Does the Lead Agency allow child care for children above age 13 but below age 19 who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

() No
(X) Yes, and the upper age is 18 (and a full-time high school student expected to graduate before age 19).
- 3.3.7 Does the State choose to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities? (§§98.20(a)(3)(ii), 98.16(f)(7))

() Yes. (**NOTE:** This means that for CCDF purposes the State considers these children to be in protective services.)
(X) No.
- 3.3.8 Does the State choose to provide respite child care to children in protective services? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

() Yes.
(X) No.

Section 3.4 Priorities for Children

- 3.4.1 The following describes the priorities for serving CCDF-eligible children including how priority required by the statute is given to children of families with very low family income and children with special needs: (Terms must be defined in Appendix 2) (658E(c)(3)(B))

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The Child Development and Care Program currently serves all eligible applicants with priority given to very low-income families and children with special needs. See Attachment F, Child Development and Care Eligibility Chart. Determination of eligibility, based on demonstrated need, must be made in descending order by eligibility group.

- 3.4.2 The following describes how CCDF funds will be used to meet the needs of families who are receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off of TANF through work activities, and those at risk of becoming dependent on TANF. (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))

The Michigan Legislature establishes rules for child day care services. The goal of the Child Development and Care Program is to preserve the family unit and to promote its economic independence and self-sufficiency. Currently, all eligible applicants are served, including all TANF recipients and families transitioning off TANF. Transitional CDC benefits extend for six pay periods following the last month of receipt of TANF benefits, with the customer moving to income eligibility following transitional CDC. All TANF recipients are eligible for transitional CDC benefits, and the vast majority is eligible for child care services under the income eligibility criteria, which extend to approximately 152% of the federal poverty level.

Should we become unable to serve all eligible applicants, we will amend our State Plan to establish priorities for meeting the needs of TANF and former TANF recipients.

- 3.4.3 The following describes how the Lead Agency addresses situations in which funding is not sufficient to serve all families that are technically eligible under State policies:

The Lead Agency currently serves all families eligible under State Policies.

Section 3.5 - Sliding Fee Scale for Child Care Services

- 3.5.1 A sliding fee scale, which is used to determine each family's contribution to the cost of child care, must vary based on income and the size of the family. A copy of this sliding fee scale for child care services and an explanation of how it works is provided as Attachment G.

The attached fee scale is effective as of 10-06-91 (revised 2-01-03).

Will the Lead Agency use additional factors to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

(X) No.

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-
- ☐ Yes, and the following describes any additional factors that will be used to determine a family's contribution including, but not limited to, a maximum amount (family cap), number of children in care, cost of care, and/or whether care is full or part-time:

3.5.2 Is the same sliding fee scale provided in the attachment in response to question 3.5.1 above in use in all parts of the State? (658E(c)(3)(B))

- ☒ Yes
☐ No, and other scale(s) are provided as Attachment ____.

3.5.3 The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size, (§98.42(c)), and the poverty level used by the Lead Agency for a family of 3 is: \$15,260/year or \$1,272/month (2003).

The Lead Agency must elect ONE of these options:

- ☐ ALL families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.
☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.
☒ SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. A description of these families is:

- Family Independence Program (FIP) related – child is receiving (or received within the last three months) FIP or SSI benefits or is applying for FIP.
 - Protective and preventive services recipients are categorically eligible for health and social child care using CCDF.
- (See Attachment F for categorically eligible families.)

3.5.4 Does the Lead Agency have a policy that prohibits child care providers from charging families any unsubsidized portion of the providers' normal fees (in addition to the contributions discussed in 3.5.1)? (§98.43(b)(3))

- ☒ No
☐ Yes, please describe:

The parent (or legal guardian) is responsible for child day care charges not paid by FIA.

3.5.5 The following is an explanation of how the copayments required by the Lead Agency's sliding fee scale(s) are affordable: (§98.43(b)(3))

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Attachment G shows Michigan's current sliding fee scale. The income eligibility scale, as required by regulation, provides for cost sharing by families that receive CCDF services. The scale is based on income and the size of the family. The sliding fee scale currently provides services to families up to approximately 152% of the federal poverty guidelines. The majority of CDC families pay less than 10% of their income toward child care expenses.

Section 3.6 - Certificate Payment System

A child care certificate means a certificate, check, or other disbursement that is issued by the Lead Agency directly to a parent who may use it only to pay for child care services from a variety of providers including community and faith-based providers (center-based, group home, family and in-home child care), or, if required, as a deposit for services. (658E(c)(2)(A)), 658P(2), §§98.2, 98.16(k), 98.30(c)(3) & (e)(1))

Describe the overall child care certificate payment process, including, at a minimum:

3.6.1 A description of the form of the certificate: (§98.16(k))

A child day care services certificate is used to provide notice to the day care provider and customer that child day care services have been authorized for individual children. This certificate is called the Child Development and Care Certificate/Notice of Authorization (FIA-198, Attachment H), also available in Spanish. It is completed when eligibility has been determined and payment has been authorized, or when there is a change in the authorization or the authorization is terminated. This form lists the child's name, child's I.D. number, date of birth, authorized pay period dates (begin and end), authorized biweekly maximum number of hours, and the Agency pay percent. In most instances, the FIA-198 is a computer-generated form produced when payments are authorized or changed.

Initial payments are authorized when information on the application and minimum verifications show the customer to be eligible and show an eligible provider. Any remaining required verifications and eligibility criteria must be met for ongoing payments.

3.6.2 A description of how the certificate program permits parents to choose from a variety of child care settings by explaining how a parent moves from receipt of the certificate to the choice of provider: (658E(c)(2)(A)(iii), 658P(2), §§98.2, 98.30(c)(4) & (e)(1) & (2))

The Child Development and Care Certificate is issued after payment for care is authorized. The child care provider must meet eligibility criteria for payment. Parents are not limited to an Agency list of providers. Parents may select relative

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care providers or day care aide (in-home) providers and request that they be enrolled. This allows the parent to choose from all eligible provider types and care settings.

Customers who request assistance in finding a licensed or registered provider are referred to the 4C agency serving their county.

- 3.6.3 If the Lead Agency is also providing child care services through grants and contracts, explain how it ensures that parents offered child care services are given the option of receiving a child care certificate. (§98.30(a) & (b))

NOT APPLICABLE

PART 4 - PROCESSES WITH PARENTS

4.1 The following describes the process for a family to apply for and receive child care services (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a) through (e)). If the process varies for families based on eligibility category, for instance, TANF versus non-TANF, please describe. The description should include:

- How parents are informed of the availability of child care services and about child care options;
- Where/how applications are made;
- Who makes the eligibility determination;
- How parents who receive TANF benefits are informed about the exception to individual penalties as described in 4.4; and
- Length of eligibility period including variations that relate to the services provided, e.g., through collaborations with Head Start or pre-kindergarten programs.
- Any steps the State has taken to reduce barriers to initial and continuing eligibility for child care subsidies.

Parents are informed of the Child Development and Care Program through the outreach efforts of the local 4C agencies, Head Start, Michigan State University Extension, Michigan School Readiness Program, and the local FIA county offices. Services are available in all 83 of Michigan's counties. All licensed, registered, enrolled or legally exempt child care providers may receive payment.

The Child Development and Care (CDC) Application (FIA-4583) is available on the web and in Spanish and may be obtained at local/district FIA offices. It is also available at Michigan Works! Agency offices which operate the Work First (TANF) employment and training programs and at other locations. Applicants may also use the Assistance Application (FIA-1171) to apply for child care services. Applications for child care services are made on Agency forms and are submitted to local/district FIA offices for processing.

The applicant is the primary source for obtaining information on the application. The applicant may need to be seen in person prior to the application being approved by the FIA local office. Verification of information is required.

If the applicant is incapacitated or there is an emergency, an authorized representative designated by the applicant may sign the application. An applicant who is unable to write may sign with an "X" witnessed by one other person who is able to sign the application.

Local Family Independence Specialists determine eligibility for child care services and authorize payment. Family Independence Program (FIP) recipients

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are eligible for child care services without a co-payment. Redeterminations are conducted every twelve months on a face-to-face basis (if the customer has not been seen in the local/district office within the past year).

Parents receiving TANF benefits are informed about the exception to individual penalties:

- At initial interview
- In print on the Personal Responsibility Plan and Family Contract, Part 1 (FIA-4783A)
- At orientation through presentation and in writing, FIA Pub. 250, Power-point “Orientation.”
- Through exemption policy contained in Program Eligibility Manual (PEM) 704, CDC Providers and PEM 230A, Employment Related Activities: FIP/RAP CASH.

The following steps have been taken to reduce barriers to initial and continuing eligibility for child care subsidies:

- A toll-free number is available for resource and referral.
- On-Site Child Care Coordinators in the local FIA offices provide resource and referral services.
- Minimum verifications are required before authorizing initial payments.
- Redeterminations are required once in a 12-month period.
- Up-to-date publications are available in English and Spanish.

- 4.2 The following is a detailed description of how the State maintains a record of substantiated parental complaints and how it makes the information regarding such parental complaints available to the public on request. (658E(c)(2)(C), §98.32))

The FIA works closely with the Michigan Department of Consumer and Industry Services (MDCIS) which regulates licensed and registered child care providers. The MDCIS, Division of Child Day Care Licensing, maintains a record of ALL complaints (from all sources, not just parents) related to administrative rule or licensing act violations in registered and licensed child care facilities.

FIA refers questions regarding complaints to the Child Day Care Licensing Division. Anyone can obtain a copy of the complaint investigation report under the Freedom of Information Act (FOIA) once the investigation has been completed and has been shared with the licensee/registrant. All complaint investigations are also available online as PDF files, on the MDCIS web-site (www.michigan.gov/cis).

If the Agency finds (through a complaint or otherwise) that a day care aide or relative care provider fails to meet enrollment requirements, that provider's

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application is denied or revoked. Where there is reason to suspect child abuse or neglect, a referral is made to the Protective Services Unit within the Agency.

- 4.3 The following is a detailed description of the procedures in effect in the State for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds. (658E(c)(2)(B), §98.31))

The child care provider must sign the FIA-220, Day Care Aide/Relative Care Provider Application. This form is signed by the provider and requires the provider to certify that the parents of the children in care have unlimited access to their children while they are in care.

Licensed child care providers make this same assurance.

- 4.4 The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care:

NOTE: The TANF agency, not the Child Care Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record. The TANF agency that established these criteria or definitions is: Family Independence Agency.

- "appropriate child care":

The care is appropriate to the child's age, disabilities and other conditions.

- "reasonable distance":

The total commuting time to and from work and child care facilities does not exceed three hours per day.

- "unsuitability of informal child care":

Providers not registered/licensed by the Department of Consumer and Industry Services and not meeting FIA enrollment requirements.

- "affordable child care arrangements":

The child care is provided at the rate of payment or reimbursement set by the Michigan Legislature.

PART 5 - ACTIVITIES & SERVICES TO IMPROVE THE QUALITY AND AVAILABILITY OF CHILD CARE

5.1 - Quality Earmarks and Set-Asides

5.1.1 The Child Care and Development Fund provides earmarks for infant and toddler care and school-age care and resource and referral services as well as the special earmark for quality activities. The following describes the activities; identifies the entities providing the activities; and describes the expected results of the activities.

Four Percent Quality Set-Aside:

- 4C regional agencies (15) - Child Care Resource and Referral Service:
Resource and referral services to provide child care information, coordination, and outreach for FIA customers and providers. A total of 56,648 referrals were made in FY 2002.
- 4C Association - Non-governmental community organization:
Incentive payments of \$150 for up to 1,000 aides and relatives completing basic child care training
- 4C Association - Non-governmental community organization:
A total of 353 child care information sessions/provider orientations serving all provider types
- 4C Association - Non-governmental community organization:
Accreditation scholarships for 173 regulated child care providers
- 4C regional agencies - Child Care Resource and Referral Service:
Michigan Child Care Futures Project provides training to child care providers (15,537 expected to be trained in FY 2003).
- Department of Consumer and Industry Services, Bureau of Regulatory Services - Non-TANF State/ County agency:
Support of approximately 71 child care licensing staff and other activities

Infants and toddlers:

- 4C regional agencies - Child Care Resource and Referral Service:
On-Site 4C Coordinators (68.5) located in county/district FIA offices.
- Department of Community Health - Non-TANF State/County agency:
Public and mental health consultation services to licensed/registered and enrolled/informal child care providers serving children ages 0-5 (with a special emphasis on children ages 0-3) in designated areas of Michigan. Informal providers receive priority for services. The expected result of the public health consultation

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services is training for 450 child care providers. The expected result of the mental health consultation services is 10,000 children will be positively affected by intervention.

- Head Start State Collaboration Program - Non-TANF State/County agency: WestED training series presented to 800 child care providers to elevate the standard of care for infants and toddlers.
- Head Start State Collaboration Program - Non-TANF State/County agency: Early Head Start Expansion/Informal Care Providers Demonstration Project targeting working families using informal care and also active for protective services, prevention services or foster care. Services 100 families resulting in improved early learning and care environments.

Resource and referral services/School age child care:

- 4C regional agencies (2) - Child Care Resource and Referral Service: Resource and referral services to provide child care information, coordination, and outreach for FIA customers and providers.
- 4C Association - Non-governmental community organization: A total of 268 special needs enhanced referrals for parents of children with special needs to providers (regulated child care providers, respite care providers, foster-grandparents, and other senior volunteers) who have completed training.
- 4C Association - Non-governmental community organization: 4C special projects giving 61 awards to 4C regional agencies for additional services for parents with special needs children and the providers that care for them.

Quality Expansion:

- 4C Association - Non-governmental community organization: Enhanced Quality Improvement Program (EQUIP) grants (420) for regulated child care providers targeted to increase the quality and quantity of child care for low-income families. Special focus is on increasing infant care, care for children with special needs, and care during non-traditional hours.
- 4C Association - Non-governmental community organization: Start-up grants (150) awarded to providers starting new child care facilities that plan to provide care for low-income children.
- 4C Association - Non-governmental community organization: T.E.A.C.H. provides professional development for teachers, program directors, and child care providers currently in the early childhood education and care field. A total of 1,257 participants in 79 Michigan counties have earned over 10,000 credits.
- Michigan State University Extension – Other, public university:

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Better Kid Care satellite training and child care training for low-income adults in designated communities to promote an increase in provider knowledge, provider skills and quality of care provided. The expected result is 1,600 child care providers in 60 counties will participate in one or more satellite training sessions, and 100 low-income adults in up to 6 designated communities will participate in child care provider training.

- 5.1.2 The law requires that not less than 4% of the CCDF be set aside for quality activities (658E(c)(3)(B), 658G, §§98.13(a), 98.16(h), 98.51). The Lead Agency estimates that the following amount and percentage will be used for the quality activities (not including earmarked funds):

\$ 15.5M (8.9 %)

- 5.1.3 Check either "Yes" or "No" for each activity listed to indicate the activities the Lead Agency will undertake to improve the availability and quality of child care (include activities funded through the 4% quality set-aside as well as the special earmark for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h))

Yes No

- | | | |
|----------|----------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <u>X</u> | ___ | Comprehensive consumer education; |
| <u>X</u> | ___ | Grants or loans to providers to assist in meeting State and local standards; |
| <u>X</u> | ___ | Monitoring compliance with licensing and regulatory requirements; |
| <u>X</u> | ___ | Professional development, including training, education, and technical assistance; |
| <u>X</u> | ___ | Improving salaries and other compensation for child care providers |
| <u>X</u> | ___ | Activities in support of early language, literacy, pre-reading, and numeracy development; |
| ___ | <u>X</u> | Activities to promote inclusive child care; |
| <u>X</u> | ___ | Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children; |
| ___ | <u>X</u> | Other quality activities that increase parental choice, and improve the quality and availability of child care. (§98.51(a)(1) and (2)) |

- 5.1.4 Describe each activity that is checked "Yes" above, identify the entity(ies) providing the activity, and describe the expected results of the activity.

- Comprehensive consumer education

Family Independence Agency – State agency:

Consumer education efforts involve producing and providing materials on topics such as early childhood development, choosing quality child care, accreditation, and child care health and safety. These materials are made available to child care providers and the general public:

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“Healthy Child Care” (bimonthly newsletter)
“Wonder Years” (bimonthly newsletter)
“Michigan Child Care Matters” (quarterly newsletter)
“Michigan Cares for Today’s Child”, FIA Pub-798
“Provider Handbook and Reporting Instructions,” FIA Pub-230
“Accreditation: Added Security when Choosing Child Care,” FIA Pub-626

- Grants or loans to providers to assist in meeting State and local standards

4C Association – Non-governmental community organization:

EQUIP grants (420) for regulated child care providers targeted to increase the quality and quantity of child care for low-income families. Special focus is on increasing infant care, care for children with special needs, and care during non-traditional hours.

4C Association – Non-governmental community organization:

Start-Up Grants (150) awarded to providers starting new child care facilities which plan to provide care for low-income children.

- Improving the monitoring of compliance with licensing and regulatory requirement

Department of Consumer and Industry Services – State agency:

Through the Department of Consumer and Industry Services, funds will be used to support approximately 71 child day care licensing staff and activities.

- Professional development, including training, education, and technical assistance

Michigan State University Extension – Other, public university:

Better Kid Care for satellite training and child care training for low-income adults to promote an increase in provider knowledge, provider skills and quality of care provided. The expected result is 1,600 child care providers in 60 counties will participate in one or more satellite training sessions, and 100 low-income adults in up to 6 designated communities will participate in child care provider training.

4C Association – Non-governmental community organization:

T.E.A.C.H., which provides a sequential professional development path for teachers, program directors, and child care providers currently in the early childhood education and care field. A total of 1,257 participants in 79 Michigan counties have earned over 10,000 credits. Collaborative partnerships are facilitated among scholarship recipients, participating colleges and universities, the statewide Michigan Early Childhood Professional Development Consortium, child care programs, and FIA.

4C Association – Non-governmental community organization:

The Michigan Child Care Future’s Project is designed to increase and retain the supply of quality child care services for children in families and communities

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by developing and implementing a variety of provider training programs for all provider types, new and existing, and parents of young children. It is expected that 15,537 providers will be trained in FY 2003.

4C Association – Non-governmental community organization:

Provision of provider Start-Up grants (150) for new child care providers who plan to provide care for low-income children.

4C Association – Non-governmental community organization:

Incentives for aide and relative care providers who pursue additional basic child care training

Head Start State Collaboration Program – Government agency:

Family Independence Agency Recruitment Eligibility Data (F.R.E.D.) aids in the recruitment of expectant mothers for Early Head Start and MSRP, helps provide access to comprehensive services for low-income children, and promotes full enrollment for Head Start agencies.

- Improving salaries and other compensation for child care providers

4C Association – Non-governmental community organization:

T.E.A.C.H. compensation component – 6% increase in participant wages

- Activities in support of early language, literacy, pre-reading, and numeracy development

Head Start State Collaboration Program – State agency:

Family Literacy Partnership Project – Collaborative with community libraries to prepare children for success in school, train parents to be full partners in their children's education, and/or parent literacy training that leads to self-sufficiency. A total of 37 literacy corners were funded throughout Michigan.

Department of Education – State agency:

Michigan School Readiness Program (MSRP), a statewide preschool program for four-year-old children who are at risk of school failure and who do not qualify for services in other state or federally funded programs.

- Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children

Department of Community Health – State agency:

- Public and mental health consultation services to regulated and enrolled/informal child care providers serving children ages 0-5 (with a special emphasis on children ages 0-3) in designated areas of Michigan. Informal providers receive priority for services. The expected result of the public health consultation services is training for 450 child care providers to promote the health, safety, and

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emotional and social well-being of children. The expected result of the mental health consultation services is 10,000 children will be positively affected by intervention.

- Healthy Child Care Michigan - Participate with the Department of Community Health in the Transitioning Healthy Child Care 2000- Michigan grant that supports a state Early Childhood Comprehensive System, resulting in the development of children that are healthy and ready to learn at school entry.

5.1.5 Is any entity identified in sections 5.1.1 or 5.1.4 a non-governmental entity?

() No.

(X) Yes.

Type (see section 1.6 of the guidance):

Name: Michigan Community Coordinated Child Care (4C) Association

Type: Non-governmental community organization

Name: Regional Community Coordinated Child Care Councils (4C Agencies)

Type: Child Care Resource and Referral Service

Name: Healthy Child Publications (Publisher of “Healthy Child Care”)

Type: Other, private for-profit

Name: Michigan State University Extension

Type: Other, public university

Name: Partnership for Learning (Publisher of “Wonder Years”)

Type: Other, private for-profit

Name: Head Start Association

Type: Non-governmental community organization

5.2 - Good Start, Grow Smart Planning and Development

This section of the Plan relates to the President's *Good Start, Grow Smart* initiative which is envisioned as a Federal-State partnership that creates linkages between CCDF, including funds set-aside for quality, and State public and private efforts to promote early learning. In this section, each Lead Agency is asked to assess its State's progress toward developing voluntary guidelines on language, literacy, pre-reading, and numeracy, a plan for the education and training of child care providers, and a plan for coordination across at least four early childhood programs and funding streams.

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5.2.1 - Voluntary Guidelines for Early Learning

- Indicate which of the following best describes the current **status** of the State's efforts to develop research-based early learning guidelines (content standards) regarding language, literacy, pre-reading, and numeracy for three to five year-olds:
 - a)___ Preliminary thinking or planning.
 - b)___ Guidelines are being developed.
 - c) X Guidelines are developed but need to be modified.
 - d)___ Guidelines are developed and implementation is in progress.
 - e)___ Guidelines are developed and implemented in pre-kindergarten programs but not in child care.
 - f)___ Guidelines are developed and implemented.
 - g)___ Other. Please describe:
- Describe the **process** that was used or is planned for developing the State's early learning guidelines. Indicate who or what entity provided (or is providing leadership) to the process as well as the stakeholders involved. Was (or is) the process framed by State legislation, research and/or guiding principles? If so, please describe. How are (or will) the early learning guidelines and the State's K-12 educational standards aligned? If they are not aligned, what steps will be taken to align them? If the early learning guidelines are in development, what is the expected date of completion?

Recognizing the value and need for quality early childhood education programs for children four through eight years old, the Michigan State Board of Education appointed an Ad Hoc Advisory Committee for Early Childhood Standards of Quality in April 1991. Parents, professionals, and representatives of various agencies, organizations, and school districts concerned with the education and development of young children were commissioned to develop *Early Childhood Standards of Quality for Pre-kindergarten through Second Grade*. The committee concluded its assignment in 1992, and totaled 2,500 volunteer hours to contribute to the completion of the document.

Early Childhood Standards of Quality for Pre-kindergarten through Second Grade is composed of the following components:

1. Standards for content, which include a broad range of developmental areas: Cognitive Development, Mathematics, Science, Creative Arts, Language Arts, Physical Development, Health/Nutrition/Safety, Social and Emotional Development, and Social Studies;
2. Standards for approaches to teaching and learning;
3. Program standards, which include the areas of assessment, evaluation, and professional development.

Currently, Michigan is in the process of revising the K-12 Michigan Curriculum Framework in response to the need for grade level benchmarks in order to develop grade level tests for

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grades 3-8 in reading and mathematics. Similarly, it now is important to take apart the Pre-K-grade 2 learning expectations to be in alignment with programs for older children. Leadership for the Pre-K-2 revision process is provided by a collaborative internal planning team of representatives from the Family Independence Agency, Head Start State Collaboration Program, and the Office of School Excellence/Early Childhood and Parenting Programs and Office of Special Education and Early Intervention Services of the Department of Education. The revision process is guided by the principles adopted by the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education in their joint position statement, *Early Learning Standards: Creating the Conditions for Success*. The revision process itself includes the following elements:

1. Review of current standards by a Core Group of Experts
 2. Convening of an Ad Hoc Advisory Committee group
 - a. Appointment of a broad-based committee, representing many sectors
 - b. Involvement of the Governor's Children's Action Network (CAN), and the Early Childhood Core Team guidance, assuring alignment with all Michigan initiatives
 - c. Revision of standards and alignment with research-based state and national models, including the Head Start Child Outcomes Framework and Performance Standards
 - d. Alignment and articulation with the K-12 Michigan Curriculum Framework, with particular emphasis on the transition from pre-kindergarten to kindergarten.
 - e. Dissemination plan
 3. Completion of a final draft of revised standards
 - a. State Board of Education approval
 - b. Interface with Governor-initiated Early Childhood Core team
 - c. Anticipated completion date, May 2004
- Describe the **domains** of development that the early learning guidelines address or are expected to address, e.g., social, emotional, cognitive, linguistic, and physical. States that have completed early learning guidelines should include a copy as an appendix to the plan. If the guidelines are available on the web, provide the appropriate web-site address.

Domains of development for the *Early Childhood Standards of Quality* address the following areas: cognitive, social, emotional, physical, linguistic, and aesthetic. The cognitive area will include all of the traditional academic areas that were delineated in the prior edition. The language arts section will include speaking and listening/oral language, and literacy/pre-reading and pre-writing. The mathematics section will include comparison, classification, patterning, problem-solving, measurement, geometry, counting, number concepts, and the beginnings of computation.

- Describe the process the State used or expects to use in **implementing** its early learning guidelines, e.g., feedback and input processes, dissemination, piloting, training in the use of the guidelines, and linkages with other initiatives such as incentives for provider education and training. To what extent is (or was) implementation anticipated in the development of

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the guidelines? To which child care settings do (or will) the guidelines apply and are the guidelines voluntary or mandatory for each of these settings? How are (or will) community, cultural, linguistic and individual variations, as well as the diversity of child care settings (be) acknowledged in implementation?

In the first edition, the document was distributed widely and continues to be available in hard copy. Regional workshops were offered to introduce the field to the document. Current plans for implementation and distribution of the revised document will include a web-based and/or CD-ROM document. Regional awareness and professional development sessions and/or videoconferences, depending on resources, will introduce the document to the field. The Department of Education will work with the Family Independence Agency, Michigan 4C Association, colleges and universities and other training groups to provide early childhood trainers with the tools to incorporate the new standards into all of their training. The large ad hoc committee will advise state government on the needs for awareness and professional development, and include a dissemination plan in their recommendations.

The guidelines will be required for funded programs—the Michigan School Readiness Program, Early Childhood Special Education classrooms, and any other state-managed early childhood classroom programs. The guidelines will be voluntary for Head Start programs. Other initiatives in the state are proposing a tiered system of reimbursement. It is anticipated that the higher reimbursement levels would require compliance with the standards. The current guidelines do not prescribe curriculum methodology, but rather the expected outcomes that children achieve and that the necessary standards of quality, according to research and best practice, are in place. The State Board of Education has a position statement and task force working on integrating communities and schools. The philosophy of the entire document is sensitive to community, cultural and ethnic diversity. Although the expectations for children's learning will not be divergent dependent on setting, the standards for settings do vary according to the kind of care and education program.

- As applicable, describe the State's plan for **assessing** its early learning guidelines. What will be the focus of the evaluation, i.e., guideline development and implementation, programs or child care settings, and/or outcomes related to children? Will young children's progress be evaluated based on the guidelines? How will assessment be used to improve the State's guidelines, child care programs, plans and outcomes for individual children?

High/Scope Educational Research Foundation developed the *Program Quality Assessment (PQA)* to assess the implementation of the prior version of the standards. A newer version is aligned with the Head Start Performance Standards as well. Every MSRP classroom is self-assessed each year with the *PQA*. Training in the use of the *PQA* is widely available. The instrument is also used for monitoring funded programs. The expectation is that the new standards will continue to be aligned with this instrument, but if not, Michigan will find, revise, or develop another instrument to assess compliance with the standards. The *PQA* will be available for other programs within a comprehensive system across auspices. High/Scope is planning to use the *PQA* in a number of programs to gain information about programs under various auspices and the relationship between program quality and children's language

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and literacy outcomes. At this time, child outcome data can only be collected on children who attend programs managed by the state, as they are required to assess children annually using research-based tools aligned with the standards. There is not sufficient funding to implement a study of children's status at kindergarten entry, although the State Board of Education Task Force on Ensuring Early Childhood Literacy has recommended such a study. The Department of Education and the Regional Literacy Training Centers have implemented training and assessment tools regarding young children's literacy, but there is no statewide mandate that all early childhood programs utilize them. Ongoing committees and the Early Childhood Core Team will consider child outcomes and indicators of success in proposing revisions to minimum standards for child care programs as well as high quality indicators.

Section 5.2.2 - State Plans for Professional Development

- Describe the provider training, technical assistance, and professional development opportunities that are available to child care providers. Are these opportunities available Statewide to all types of providers? If not, please describe.

Professional development opportunities for all child care provider types are abundant in both academic and community-based systems in Michigan. A large collaborative group, the Michigan Early Childhood Professionals Consortium, has been working to promote a high quality, comprehensive early childhood professional development system and to build and support careers in early education and care. The Michigan 4C Association offers Child Care Futures training throughout the state. Community colleges and universities offer training leading to the Child Development Associate credential and associate degrees. T.E.A.C.H. Early Childhood® MICHIGAN offers scholarships for these programs that are available to all types of providers. Colleges and universities offer bachelor's and graduate degrees in both child development and early childhood education, with an elementary teaching certificate. Numerous opportunities for in-service professional development are offered by programs and professional organizations, including the Michigan Association for the Education of Young Children, the Michigan Head Start Association, the Michigan Association for Community and Adult Education, Michigan State University Extension, and others.

- Does the State have a child care provider professional development **plan**?

- () Yes. Identify the entities involved in the development of the plan and whether the plan addresses all categories of providers. As applicable, describe: how the plan includes a continuum of training and education, including articulation from one type of training to the next; how the plan addresses training quality including processes for the approval of trainers and training curriculum; how the plan addresses early language, literacy, pre-reading, and numeracy development. Indicate whether the plan is linked to early learning guidelines and, if so, how.

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- (X) No. Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and numeracy.

No formal plan is currently in place.

As Michigan develops its early childhood system of education and care, a professional development plan will be a necessary part of the system. Details of the professional development plan will be finalized over the next two years as the system is refined. The Early Childhood Professionals Consortium is making progress on the content of the training to be delivered statewide, and currently has core competencies completed. The Governor has initiated Project Great Start to ensure that all Michigan children have opportunities necessary to be successful when they enter school. Development of early learning standards will be part of Project Great Start. Michigan has been awarded a grant through Health and Human Services (the Early Childhood Comprehensive System) for early childhood systems building. In addition, Michigan has also been awarded status as a Build Initiative Learning Partner state. Collaboration among these differing workgroups is essential in order to accomplish a systemic approach

As of September 1, 2003, a new provision in the Child Care Center Licensing rules requires that children in center-based programs be provided with a minimum of thirty minutes per day of developmentally appropriate emergent literacy activities. Child Care Licensing consultants were trained in emergent literacy activities and understanding by staff of the Department of Education. A collaborative initiative to offer similar training, perhaps on-line through the Michigan Virtual University or directly by Michigan 4C Regional offices is currently in the planning stages. The intent is to begin offering these professional development experiences as soon as possible to child care center providers. The next step will be to develop training for family and group child care home providers and day care aide/relative care providers.

- Are program or provider-level **incentives** offered to encourage provider training and education? If yes, please describe. Include any links between the incentives and training relating to early language, literacy, pre-reading, and numeracy.

Incentive payments of \$150 to day care aide and relative care providers for basic child care training

Accreditation incentives to support providers in obtaining accreditation through recognized accreditation organizations

- What are the expected **outcomes** of the State's professional development plan and efforts to improve the skills of child care providers? As applicable, how does (or will) the State assess the effectiveness of its plan and efforts? If so, how does (or will) the State use assessment to help shape its professional development plan and training/education for child care providers?

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Section 5.2.3 - State Plan for Program Coordination

- Does the State have a **plan** for coordination across early childhood programs?

() Yes.

Indicate whether there is an entity that is responsible for ensuring that such coordination occurs. Indicate the four or more early childhood programs and/or funding streams that are coordinated and describe the nature of the coordination.

(X) No.

Indicate what steps are under way to develop a plan for coordination.

Michigan has applied for a federal maternal and child health grant. This grant will support the development of a strategic plan that will result in a statewide comprehensive early childhood system of services and supports for all children and their families. This system will coordinate and provide collaboration among the multitude of high quality initiatives that already exist within the state. Collaboration is required among the Michigan School Readiness Program, Head Start, Even Start, and other funded programs, as well as child care organizations and training groups. The Children's Action Network, made up of the Human Services Directors, will oversee the Early Childhood Core Team, who will be responsible for coordination. The grant that has been applied for is a planning grant; the plan is not yet developed. Local multipurpose collaborative bodies and intermediate school districts will parallel state coordination with local coordination.

- Describe the **results** or expected results of this coordination. Discuss how these results relate to the development and implementation of the State's early learning guidelines, plans for professional development, and outcomes for children.

The expected results will be an increase in the number of successful early learners when they enter school, and healthier families and communities to support Michigan's young children. The Early Learning guidelines will describe successful early learners and how high-quality programs can support families and empower communities to support children. Professional development opportunities and other efforts will be improved through this coordination.

- Describe how the State's plan supports or will support continued coordination among the programs. Are changes anticipated in the plan?

A plan for coordination will support all programs in achieving the Governor's goal of a Great Start for all Michigan's children.

PART 6 - HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS

(ONLY THE 50 STATES AND THE DISTRICT OF COLUMBIA COMPLETE PART 6.
ONLY TERRITORIES COMPLETE PART 7.)

The National Resource Center for Health and Safety in Child Care (NRCHSCC) of DHHS's Maternal and Child Health Bureau supports a comprehensive, current, on-line listing of the licensing and regulatory requirements for child care in the 50 States and the District of Columbia. In lieu of requiring a State Lead Agency to provide information that is already publicly available, ACF accepts this compilation as accurately reflecting the States' licensing requirements. The listing, which is maintained by the University of Colorado Health Sciences Center School of Nursing, is available on the World Wide Web at: <http://nrc.uchsc.edu/>

Section 6.1 - Health and Safety Requirements for Center-Based Providers (658E(c)(2)(F), §§98.41, §98.16(j))

- 6.1.1 Are all center-based providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:
- () YES, answer 6.1.2 and proceed to 6.2.
(X) NO, answer 6.1.2 and 6.1.3.
- 6.1.2 Have center licensing requirements that relate to staff-child ratios, group size, or staff training been modified since approval of the last State Plan? (§98.41(a)(2) & (3))
- (X) NO
() YES, and the changes are as follows:
- 6.1.3 For that center-based care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:
- The prevention and control of infectious disease (including age-appropriate immunizations)
 - Building and physical premises safety
 - Health and safety training

Michigan licensing rules exempt all child care facilities located on Federal land (military installation or Indian reservation). These facilities are governed by military or tribal licensing rules. The other category of licensing exempt child care facilities

is where the parents of the children are on-site and accessible to the children. The majority of these on-site child care facilities are located in school facilities, such as teen parent programs.

Michigan recognizes federal and tribal licensing rules.

Section 6.2 - Health and Safety Requirements for Group Home Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.2.1 Are all group home providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

() YES, answer 6.2.2 and proceed to 6.3.

(X) NO, answer 6.2.2 and 6.2.3.

6.2.2 Have group home licensing requirements as relates to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan?
(§98.41(a)(2) & (3))

(X) NO

() YES, and the changes are as follows:

6.2.3 For that group home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

Certain group day care homes located on Federal land (military installation or Indian reservation) or where the parents of the children are on-site and available are exempt from Michigan licensure. In order to receive payment through the Child Development and Care Program, these legally exempt group homes must certify that they meet any applicable health and safety standards. The FIA does not impose additional health and safety requirements on legally exempt group homes.

Section 6.3 - Health and Safety Requirements for Family Providers (658E(c)(2)(F), §§98.41, 98.16(j))

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6.3.1 Are all family child care providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

- ☐ YES, answer 6.3.2 and proceed to 6.4.
☒ NO, answer 6.3.2 and 6.3.3.

6.3.2 Have family child care provider requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan?
(§98.41(a)(2) & (3))

- ☒ NO
☐ YES, and the changes are as follows:

6.3.3 For that family care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

Certain family day care homes located on Federal land (military installation or Indian reservation) or where the parents of the children are on-site and available are exempt from Michigan licensure. In order to receive payment through the Child Development and Care Program, these legally exempt family homes must certify that they meet any applicable health and safety standards. The FIA does not impose additional health and safety requirements on legally exempt family homes.

Section 6.4 - Health and Safety Requirements for In-Home Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.4.1 Are all in-home child care providers paid with CCDF funds subject to licensing under the State law reflected in the NRCHSCC's compilation referenced above? If:

- ☐ YES, answer 6.4.2 and proceed to 6.5.
☒ NO, answer 6.4.2 and 6.4.3.

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6.4.2 Have in-home health and safety requirements that relate to staff-child ratios, group size, or training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

(X) NO

() YES, and the changes are as follows:

6.4.3 For in-home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

There are statewide campaigns that provide immunization information to parents and child care providers. In addition, printed materials are provided about the importance of infectious disease control and immunizations. Training and training materials are available, both formally and informally, which include information on: communicable diseases – recognizing, controlling and treating infectious diseases, and understanding common childhood illnesses.

However, as relative providers and day care aides are exempt from Michigan licensing rules, these providers are not required to certify that age-appropriate immunizations are complete for children in their care.

- Building and physical premises safety

Training materials are made available, both formally and informally, which include information on: fire safety – how to prevent fires and what to do in an emergency, and child safety in the home – how to “childproof” the home and prevent accidents.

For parents choosing relative care, the parent’s judgement is deferred to when determining building and physical premise safety of the relative’s home. For day care aides, care is provided in the home of the child, and we do not legislate the safety of these homes. However, many communities in Michigan have laws regulating health and safety standards for homes.

- Health and safety training

Formal training is provided through the Michigan 4C Association, community colleges, public and private universities, and university extension programs.

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An incentive payment of \$150 is provided to encourage day care aides and relative care providers to participate in this training.

Bimonthly mailings covering appropriate health and safety topics are sent to families using Child Development and Care services and directly to relative care providers. Topics covered vary by issue and include:

- Physical health needs
- Growth and development
- Safe play
- Injury prevention
- Parenting

Section 6.5 - Exemptions to Health and Safety Requirements

At Lead Agency option, the following relatives: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care) may be exempted from health and safety requirements (658P(4)(B), §98.41(a)(1)(ii)(A)). Indicate the Lead Agency's policy regarding these relative providers:

- () All relative providers are subject to the same requirements as described in sections 6.1 - 6.4 above, as appropriate; there are no exemptions for relatives or different requirements for them.
- (X) All relative providers are exempt from all health and safety requirements.
- () Some or all relative providers are subject to different health and safety requirements from those described in sections 6.1 - 6.4. The following describes those different requirements and identifies the relatives they apply to:

Section 6.6 - Enforcement of Health and Safety Requirements

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how health and safety requirements are effectively enforced:

- Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?
 - () No
 - (X) Yes, and the following indicates the providers subject to routine unannounced visits and the frequency of those visits.

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Renewal inspections for centers and group homes may be conducted without a definite date, although a period of time in which the visit may occur is given.

Any complaint investigation visits for all providers are unannounced.

A 10% sample of family homes in each county/each year may be scheduled or unscheduled.

All interim visits (every other year) for centers and group homes may be scheduled or unscheduled.

- Are child care providers subject to background checks?
 - ☐ No
 - ☒ Yes, and the following types of providers are subject to background checks (indicate when such checks are conducted):

In centers, the licensee or licensee designee and program director are required to submit to background checks. Family home registrants and group day care home licensees are also required to submit to background checks.

- Does the State require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)
 - ☐ No
 - ☒ Yes, and the following describes the State's reporting requirements and how such injuries are tracked (if applicable).

Centers, group and family home providers are all required to complete a Notification of Serious Accident/Illness/Injury/Death of a Child form and forward that report to the State Department of Consumer and Industry Services, Bureau of Regulatory Services. The report is reviewed by the Investigation and Disciplinary Action Division to determine if a special investigation is required. If so, the information is added to the licensing data base and assigned for investigation.

- Other methods used to ensure that health and safety requirements are effectively enforced:

Center-Based/Group Home Providers: An on-site visit is made before a license is issued. A license is issued when the licensing consultant has determined the applicant meets the requirements of the Child Care Organization Licensing Act and child day care center/group home licensing rules. The license is effective for two years from the date of issuance. As required by law, the MDCIS Division of Child Day Care Licensing monitors each provider annually to ensure that quality standards are being met. The MDCIS investigates complaints related to alleged licensing rule and act violations.

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Family Home Providers: The applicant must provide proof of a negative Tuberculosis test for all persons 14-years and older living in the home, three personal references, a furnace inspection, a completed registration information form, and is required to attend an orientation session. He/she signs a Statement of Registration indicating he/she is in compliance with the Child Care Organization Licensing Division Act and all rules for family day care homes. The Child Day Care Licensing Division processes a protective services and criminal records clearance request for the applicant and all adults living in the home. If the clearances indicate there have been no convictions or involvement in the abuse and neglect of children or adults, and no other problems with compliance have surfaced during the orientation process, the MDCIS Licensing Division issues a certificate of registration which is effective for three years. A day care home licensing consultant conducts an on-site visit to the home to assess full compliance with the family day care home rules within 90 days after issuance of the certificate. The Licensing Division investigates all complaints related to alleged act and rule violations as they are filed. Ten percent of registered family homes are inspected annually.

In-Home Day Care Aides and Relative Care Providers: A protective services (PS) status check must be completed on each provider who applies for enrollment as a day care aide or as a relative care provider and on any adult in the relative care provider's home. If the clearance indicates that the applicant or an adult in the relative care provider's home is on the Central Registry as a perpetrator, the applicant is not enrolled as an aide or relative care provider. The PS Unit notifies the aide/relative or the adult in the relative's home that he/she is on the Central Registry and of his/her rights to due process. If the PS record is subsequently expunged, the person may reapply for enrollment.

A criminal background check is also completed on each provider who applies for enrollment as a day care aide or relative care provider. If the clearance indicates that the provider has been convicted of certain crimes, the provider is not enrolled. FIA notifies the provider in writing that they are not eligible to be a day care aide or relative care provider nor receive child day care payments.

Section 6.7 – Exemptions from Immunization Requirements

The State assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the State public health agency. (§98.41(a)(1))

The State exempts the following children from immunization (check all that apply):

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- X Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
 - X Children who receive care in their own homes.
 - X Children whose parents object to immunization on religious grounds.
 - X Children whose medical condition contraindicates immunization.

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PART 7 - HEALTH AND SAFETY REQUIREMENTS IN THE TERRITORIES

Section 7.1 - Health and Safety Requirements for Center-Based Providers in the Territories (658E(c)(2)(F), §98.41(a), §98.16(j))

For all center-based care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

Section 7.2 - Health and Safety Requirements for Group Home Providers in the Territories (658E(c)(2)(F), §98.41(a), §98.16(j))

For all group home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

Section 7.3 - Health and Safety Requirements for Family Providers in the Territories (658E(c)(2)(F), §98.41(a), §98.16(j))

For all family child care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

Section 7.4 - Health and Safety Requirements for In-Home Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all in-home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

Section 7.5 - Exemptions to Territorial Health and Safety Requirements

At Lead Agency option, the following relatives may be exempted from health and safety requirements: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care) (658P(4)(B), §98.41(a)(1)(ii)(A)). Indicate the Lead Agency's policy regarding these relative providers:

- () All relative providers are subject to the same requirements as described in sections 7.1 - 7.4 above, as appropriate; there are no exemptions for relatives or different requirements for them.
- () All relative providers are exempt from all health and safety requirements.
- () Some or all relative providers are subject to different health and safety requirements from those described in sections 7.1 - 7.4 and the following describes those different requirements and the relatives they apply to:

Section 7.6 - Enforcement of Health and Safety Requirements

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how Territorial health and safety requirements are effectively enforced:

- Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?
 - () No
 - () Yes, and the following indicates the providers subject to routine unannounced visits and the frequency of those visits.

MICHIGAN STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/03 – 9/30/05

-
- Are child care providers subject to background checks?
 - () No
 - () Yes, and the following types of providers are subject to background checks (indicate when such checks are conducted):
 - Does the Territory require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)
 - () No
 - () Yes, and the following describes the Territory's reporting requirements and how such injuries are tracked (if applicable).
 - Other methods used to ensure that health and safety requirements are effectively enforced:

Section 7.7 – Exemptions from Immunization Requirements

The Territory assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the Territorial public health agency. (§98.41(a)(1))

The Territory exempts the following children from immunization (check all that apply):

- _____ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- _____ Children who receive care in their own homes.
- _____ Children whose parents object to immunization on religious grounds.
- _____ Children whose medical condition contraindicates immunization.

Effective Date: October 1, 2003

Amended Effective: _____

STATE PLAN FOR

CHILD CARE & DEVELOPMENT FUND SERVICES

(FOR THE PERIOD 10/1/03 – 9/30/05)

APPENDIX 1 -- PROGRAM ASSURANCES AND CERTIFICATIONS

The Lead Agency, named in Part 1 of this Plan, assures that:

- (1) upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))
- (2) the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))
- (3) in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))
- (4) the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))
- (5) with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))
- (6) that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))
- (7) that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 106-554)

Effective Date: October 1, 2003

Amended Effective: _____

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The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))
- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))
- (3) it will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices. (658E(c)(2)(D))
- (4) it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))
- (5) there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))
- (6) procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))
- (7) payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))

Effective Date: October 1, 2003

Amended Effective: _____

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APPENDIX 2 - ELIGIBILITY AND PRIORITY TERMINOLOGY:

For purposes of determining eligibility and priority for CCDF-funded child care services, lead agencies must define the following *italicized* terms. (658P, 658E(c)(3)(B))

(1) *job training and educational program* –

An activity leading to a high school diploma or its equivalent (i.e. General Education Development [GED] and Adult Basic Education [ABE] classes) or English as a second language (ESL) classes, or an approved Michigan Works! Agency (MWA) activity (i.e. employment preparation and/or training or a post-secondary education program), limited to 26 2-week pay periods.

(2) *attending* (a job training or educational program; include minimum hours if applicable) –

Enrolled full or part-time (as defined by the educational institution) and participating in an activity leading to a high school diploma or its equivalent (i.e. General Education Development [GED] and Adult Basic Education [ABE] classes) or English as a second language classes, or meeting MWA participation requirements and demonstrating sufficient progress while participating in an approved MWA activity (i.e. employment preparation and/or training or a post-secondary education program), limited to 26 2-week pay periods.

(3) *in loco parentis* –

A non-custodial parent, legal guardian, foster parent, adoptive parent, or if the parent is not in the home, another person who lives with and is the caretaker (responsible for the care) of the child(ren) needing child care services. If both the parent and the legal guardian are in the home, the legal guardian must be the applicant.

(4) *physical or mental incapacity* (if the Lead Agency provides such services to children age 13 and older) –

A court order or a physician's statement verifies that a child is:

- age 13 but under age 18 and
 - unable to dress, feed or care for him/herself due to a physical or mental handicap;
 - requires constant care to prevent injury to him/herself or to another due to a physical or psychological condition; and/or
 - supervision has been ordered by the court; or
- age 18 and requires constant care due to a physical or mental handicap or a court order, and is a full-time high school student and is reasonably expected to complete high school before reaching age 19.

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(5) *protective services –*

Child care services may be approved for customers whose family has an open protective services case or an active preventive services case and who are:

- unavailable to provide care because they are participating in a treatment activity for their health or social condition; or
- required to participate in the treatment activity of another member of the CDC program group, the CDC applicant or applicant's spouse who lives in the home; or
- unable to provide care due to a health condition for which they are being treated by a physician.

Eligibility for these services is based on the need (family preservation) documents in the case record.

(6) *residing with –*

Living in the same household as the parent, except for temporary absences, during the time period for which services are offered.

(7) *special needs child –*

Any child who meets the definition of physical or mental incapacity.

(8) *very low income –*

Based on family size, the maximum earnings a family can receive and still remain eligible for Family Independence Program or Food Assistance Program benefits.

(9) *working (include minimum hours if applicable) –*

Employed or self-employed and receiving money wages, or self-employment profits or sales commissions within six months of employment.

(10) Additional terminology related to conditions of eligibility or priority established by the Lead Agency:

Adult –

Any person 18 years of age or older, or married, or emancipated by court order.

Available Parent/Guardian –

The following persons who live in the home are available parent/guardians who must have a valid need for requesting care:

- Parent(s) of the child needing care
- Step-parent of the child needing care
- Foster parent(s) of the child needing care

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-
- The legal guardian(s) of the child needing care
 - If there is no parent, step-parent or legal guardian living in the home, the applicant/customer
 - If the only parent or step-parent living in the home is excluded from providing the care, the applicant/customer

Employee –

A person who works for another person or organization for wages.

FIP Recipient –

A recipient of TANF cash assistance through the Family Independence Program who is not an ineligible grantee.

Ineligible Grantee –

A non-parent caretaker who is the grantee for a FIP-eligible child(ren) and is excluded from the FIP group based on his/her choice.

Program Group –

The following persons who live together, or who are temporarily absent, comprise the program group:

- Each child for whom care is requested; and
- Each child's parent(s), step-parent or foster parent(s); and
- Each child's unmarried, under age 18, sibling(s), step-siblings or half sibling(s); and
- The parent(s) or step-parent of any of the above sibling(s); and
- Any other unmarried child(ren) under age 18 whose parent, step-parent or legal guardian is a member of the program group.

Relative –

A grandparent/step-grandparent, great-grandparent/step-great-grandparent, aunt/step-aunt, uncle/step-uncle, adult sibling/step-sibling providing child care in his/her own home, NOT the home where the child lives.

Temporary Absence –

A temporarily absent person who otherwise meets the definition of a program group member is considered to be living in the home and his/her income is counted. Absence of a person is temporary if:

- His/her location is known; and
- He/she plans to return; and
- He/she lived with the group before the absence.

Effective Date: October 1, 2003

Amended Effective: _____

SECTION III

REQUIREMENTS TO BE AN FIA ENROLLED DAY CARE AIDE OR RELATIVE CARE PROVIDER:

- You will not be enrolled, and will not receive FIA payment, if a background check shows that you (and/or, if you are applying to be a relative care provider, any adult member of your household) have been a perpetrator on a confirmed Children's Protective Service case.
- You will not be enrolled, and will not receive FIA payment, if you report, or a background check determines, that you have been convicted of certain crimes.
- You must have a valid Social Security Number.
- You must be at least 18 years of age during the time care is provided to be enrolled as a relative care provider.
- You must be at least 16 years of age during the time care is provided to be enrolled as a day care aide.
- You must not care for more than six children (including your own children) at the same time.
- You must not care for more than two children (including your own children) under the age of 12 months at the same time.
- You must be able to read and write.
- If you are enrolled as a day care aide, you may receive payment **only** for care provided in the home where the child lives.
- If you are enrolled as a relative care provider, you may receive payment **only** for care provided in your home, **not** the home where the child lives.
- If you are applying to be a relative care provider, you must be an adult **and** a grandparent/step-grandparent, great grandparent/step-great grandparent, aunt/step-aunt, uncle/step-uncle, or adult sibling/step-sibling of the child needing care and must not live in the same home as the child.
- You must not have any physical impairment or other problem which would hinder you from giving adequate care and supervision to children.
- You must know how and when to seek help from others, i.e. how to use the telephone, how to respond to emergency situations which might arise during the provision of care to children.
- You must not have family responsibilities or other obligations which would interfere with providing day care to children.
- You must not be the parent/guardian/usual caretaker of any child for which you would receive payment.
- You must understand that you are employed and paid by the parent or other caretaker of the children for whom you provide care and he/she is responsible for the employer's share of any employer's taxes which need to be paid, such as Federal Insurance Contributions Act (FICA) and Federal Unemployment Tax Act (FUTA) taxes.
- You must not have had your day care license or registration revoked.
- You must not charge the parent more than what you charge the general public.
- You must keep permanent and accurate records for seven years of daily attendance of all children served.
- You must give the parents of the children in your care unlimited access to their children while they are in your care.

PROVIDER CERTIFICATION:**I certify that:**

- All information I have given is true and accurate to the best of my knowledge.
- I have read, understand and meet all enrollment requirements and certification conditions listed.
- I understand that the Agency will complete background checks to determine:
 - if I, and/or any adult member of my household if I am applying to be a relative care provider, am a person responsible for the neglect or abuse of children in a confirmed Children's Protective Service case, or
 - if I have been convicted of certain crimes.
 - I know that my enrollment will be denied or revoked/terminated if FIA is aware that this is the case.
- I understand that I will not receive FIA payment for child care if my provider enrollment is denied or revoked/terminated.
- I understand that if I have misrepresented my circumstances or if I fail to meet the conditions as stated above or fail to abide by the requirements as stated above, the Agency may terminate or deny my enrollment as a day care aide and/or relative care provider.
- I understand that if benefits are overpaid for any reason, the extra benefits received will have to be repaid. If intentional misrepresentation caused the overpayment, the responsible party including any adult in the program group or the group's authorized representative or provider of goods or services may be prosecuted for fraud.

Provider Signature**Date**

Payments made by FIA for child care services are reported to the Internal Revenue Service.

The Family Independence Agency will not discriminate against any individual or group because of race, sex, religion, age, national origin, color, height, weight, marital status, political beliefs or disability. If you need help with reading, writing, hearing, etc., under the Americans with Disabilities Act, you are invited to make your needs known to an FIA office in your county.

AUTHORITY: PA 280 of 1939.

COMPLETION: Is Voluntary.

CONSEQUENCE FOR NONCOMPLETION: Applicant's care of children will not be Agency funded.

AGENCY MAXIMUM HOURLY RATES

PROVIDER TYPE	DAY CARE CENTER		FAMILY & GROUP HOMES		RELATIVE CARE PROVIDER		DAY CARE AIDE
Shelter Area	Child's Age		Child's Age		Child's Age		All Ages
	0-2 ½ Yr	2 ½ Yr +	0-2 ½ Yr	2 ½ Yr +	0-2 ½ Yr	2 ½ Yr +	
I	\$2.25	\$1.90	\$2.00	\$2.00	\$1.88	\$1.88	\$1.35
II	\$2.60	\$2.25	\$2.00	\$2.00	\$1.88	\$1.88	\$1.35
III	\$2.50	\$2.00	\$2.00	\$2.00	\$1.88	\$1.88	\$1.35
IV	\$2.85	\$2.25	\$2.00	\$2.00	\$1.88	\$1.88	\$1.60
V	\$3.00	\$2.25	\$2.25	\$2.10	\$2.12	\$1.97	\$1.60
VI	\$2.95	\$2.50	\$2.50	\$2.50	\$2.35	\$2.35	\$1.60

SHELTER AREA I

Alger
Baraga
Gogebic
Huron
Iron
Keweenaw
Luce
Mecosta
Menominee
Presque Isle
Schoolcraft

SHELTER AREA II

Arenac
Chippewa
Delta
Houghton
Iosco
Lake
Manistee
Oceana
Ontonagon
Osceola
Oscoda

SHELTER AREA III

Alcona
Benzie
Cheboygan
Crawford
Dickinson
Gladwin
Hillsdale
Jackson
Kalkaska
Mackinac
Mason
Missaukee
Montcalm
Muskegon
Newaygo
Ogemaw
Sanilac
Wexford

SHELTER AREA IV

Allegan
Alpena
Antrim
Berrien
Branch
Calhoun
Cass
Charlevoix
Clare
Emmet
Gratiot
Ionia
Isabella
Marquette
Montmorency
Roscommon
St. Joseph
Shiawassee
Tuscola
Wayne

SHELTER AREA V

Barry
Bay
Clinton
Eaton
Grand Traverse
Kalamazoo
Kent
Lapeer
Leelanau
Lenawee
Midland
Otsego
Ottawa
Saginaw
Van Buren

SHELTER AREA VI

Genesee
Ingham
Livingston
Macomb
Monroe
Oakland
St. Clair
Washtenaw

AGENCY MAXIMUM HOURLY RATES WITH INCENTIVES

PROVIDER TYPE	DAY CARE CENTER		FAMILY & GROUP HOMES		RELATIVE CARE PROVIDER		DAY CARE AIDE	
Shelter Area	Child's Age		Child's Age		Child's Age		Child's Age	
	0-2 ½ Yr	2 ½ Yr +	0-2 ½ Yr	2 ½ Yr +	0-2 ½ Yr	2 ½ Yr +	0-2 ½ Yr	2 ½ Yr +
I	\$2.25 + .25*	\$1.90	\$2.00 + .30*	\$2.00	\$1.88**	\$1.88	\$1.35**	\$1.35
II	\$2.60 + .40*	\$2.25	\$2.00 + .20*	\$2.00	\$1.88**	\$1.88	\$1.35**	\$1.35
III	\$2.50 + .15*	\$2.00	\$2.00 + .35*	\$2.00	\$1.88**	\$1.88	\$1.35**	\$1.35
IV	\$2.85 + .50*	\$2.25	\$2.00 + .30*	\$2.00	\$1.88**	\$1.88	\$1.60**	\$1.60
V	\$3.00 + .40*	\$2.25	\$2.25 + .40*	\$2.10	\$2.12**	\$1.97	\$1.60**	\$1.60
VI	\$2.95 + .85*	\$2.50	\$2.50 + .50*	\$2.50	\$2.35**	\$2.35	\$1.60**	\$1.60

*This is the "Infant/Toddler Incentive," which is added to the lesser of the provider's charge or the FIA Maximum Rate.

** Trained Day Care Aides and Relative Care Providers receive an extra 25 cents per hour for care of children under 2 ½ years. "Trained" means the provider completed 15 hours of basic child care training approved by the Michigan 4C Association, for which the provider was paid a \$150 incentive.

SHELTER AREA I

Alger
Baraga
Gogebic
Huron
Iron
Keweenaw
Luce
Mecosta
Menominee
Presque Isle
Schoolcraft

SHELTER AREA II

Arenac
Chippewa
Delta
Houghton
Iosco
Lake
Manistee
Oceana
Ontonagon
Osceola
Oscoda

SHELTER AREA III

Alcona
Benzie
Cheboygan
Crawford
Dickinson
Gladwin
Hillsdale
Jackson
Kalkaska
Mackinac
Mason
Missaukee
Montcalm
Muskegon
Newaygo
Ogemaw
Sanilac
Wexford

SHELTER AREA IV

Allegan
Alpena
Antrim
Berrien
Branch
Calhoun
Cass
Charlevoix
Clare
Emmet
Gratiot
Ionia
Isabella
Marquette
Montmorency
Roscommon
St. Joseph
Shiawassee
Tuscola
Wayne

SHELTER AREA V

Barry
Bay
Clinton
Eaton
Grand Traverse
Kalamazoo
Kent
Lapeer
Leelanau
Lenawee
Midland
Otsego
Ottawa
Saginaw
Van Buren

SHELTER AREA VI

Genesee
Ingham
Livingston
Macomb
Monroe
Oakland
St. Clair
Washtenaw

Michigan Child Care Market Rate Study

March 2002

Executive Summary

To address objectives identified by the Family Independence Agency, a market rate survey of child care providers was conducted by Mills Consulting Group, Inc. with assistance from Goodman Research Group, Inc. in January and February, 2002. The survey of child care centers, group day care homes, family day care homes, day care aides, and relative care providers was designed to gather the following information:

- Determine rates charged for providing care to children from zero to 2 1/2 and children 2 1/2 to 13.
- Determine hours of operation, and full-time hourly rates for each age group.
- Determine the market rate at the 75th percentile by county, by age break out and by provider type.
- Establish a county rate, a state rate and a shelter area rate.

Because of the large numbers of providers in Michigan the survey was sent to a sample of 5,010 providers. The sample included providers from each county and provider category (child care centers, group day care homes, family day care homes, day care aides, and relative care providers). These providers were pulled from the FIA's list of licensed, registered, and enrolled providers. From each county, we randomly selected 13 child care providers from each of the five categories for a total of up to 65 providers for each county. This equal allocation sampling approach was chosen over a proportional approach because proportional sampling would have sacrificed counties with small numbers of providers. During the analysis of rates, dollar figures from counties with higher numbers of providers were weighted more heavily than those with fewer providers, since they represent a larger proportion of Michigan's child care providers in reality.

The final number of surveys included in the analysis was 2,566, representing a 52% response rate of those who received a survey by mail. Eighteen percent of the respondents (448) were no longer providing care, and 2% (53) did not indicate the type of provider they were.

This summary presents some of the key findings from this research. Information is presented from market rate findings by type of provider, from FIA's current hourly rates as of October 2000, and the 75th percentile equivalents derived from information gathered from providers in this study.

Overall State Rate

75th Percentile Equivalents

The table below displays the overall state 75th percentile equivalent rates.

	INFANT	TODDLER	PRESCHOOL	KINDERGARTEN	SCHOOL AGE
CENTERS	3.65	3.70	3.28	3.13	2.82
GROUP HOMES	2.80	2.78	2.83	2.70	2.60
FAMILY HOMES	2.92	2.85	2.73	2.55	2.47
RELATIVE	2.78	2.85	2.63	2.66	2.59
DAY CARE AIDES	2.23	2.25	2.60	2.59	2.56

Seventy-fifth percentile equivalents by Shelter Area

The following six tables display the 75th percentile equivalent rates for each of the shelter areas in Michigan. Only data from providers in a given shelter area were included in the computation of these rates.

Shelter Area 1

75th Percentile Equivalents

	INFANT	TODDLER	PRESCHOOL	KINDERGARTEN	SCHOOL AGE
CENTERS	2.85	2.93	2.72	2.49	2.35
GROUP HOMES	2.55	2.55	2.57	2.46	2.41
FAMILY HOMES	2.57	2.60	2.49	2.38	2.30
RELATIVE	2.34	2.29	2.36	2.40	2.24
DAY CARE AIDES	2.10	2.00	2.17	2.16	2.22

Shelter Area 2

75th Percentile Equivalents

	INFANT	TODDLER	PRESCHOOL	KINDERGARTEN	SCHOOL AGE
CENTERS	3.13	3.20	2.68	2.55	2.46
GROUP HOMES	2.56	2.53	2.47	2.44	2.39
FAMILY HOMES	2.60	2.53	2.40	2.34	2.29
RELATIVE	2.48	2.44	2.34	2.33	2.29
DAY CARE AIDES	2.36	2.10	2.21	2.22	2.19

Shelter Area 3**75th Percentile Equivalents**

	INFANT	TODDLER	PRESCHOOL	KINDERGARTEN	SCHOOL AGE
CENTERS	2.93	3.00	2.65	2.47	2.38
GROUP HOMES	2.52	2.52	2.49	2.43	2.38
FAMILY HOMES	2.56	2.54	2.42	2.35	2.29
RELATIVE	2.38	2.34	2.33	2.34	2.23
DAY CARE AIDES	2.26	2.05	2.19	2.19	2.21

Shelter Area 4**75th Percentile Equivalents**

	INFANT	TODDLER	PRESCHOOL	KINDERGARTEN	SCHOOL AGE
CENTERS	3.58	3.67	3.10	2.94	2.68
GROUP HOMES	2.81	2.71	2.69	2.60	2.57
FAMILY HOMES	2.80	2.71	2.62	2.38	2.31
RELATIVE	2.67	2.57	2.50	2.49	2.52
DAY CARE AIDES	2.12	2.04	2.21	2.20	2.14

Shelter Area 5**75th Percentile Equivalents**

	INFANT	TODDLER	PRESCHOOL	KINDERGARTEN	SCHOOL AGE
CENTERS	3.93	3.98	3.41	3.19	2.93
GROUP HOMES	2.94	2.99	3.05	2.91	2.73
FAMILY HOMES	3.10	2.96	2.85	2.76	2.62
RELATIVE	2.80	2.88	2.74	2.72	2.80
DAY CARE AIDES	2.55	2.42	2.95	2.90	2.76

Shelter Area 6**75th Percentile Equivalents**

	INFANT	TODDLER	PRESCHOOL	KINDERGARTEN	SCHOOL AGE
CENTERS	4.12	4.18	4.20	3.68	3.11
GROUP HOMES	3.32	3.41	3.70	3.32	3.06
FAMILY HOMES	3.43	3.46	3.45	3.06	2.79
RELATIVE	2.83	2.88	3.09	3.17	3.13
DAY CARE AIDES	1.88	2.28	3.17	3.05	3.03

CHILD CARE MARKET RATE SURVEY FOR MICHIGAN FAMILY INDEPENDENCE AGENCY

Provider Information

1. Which of the following best describes your child care role? (Check only one box.)

Director or administrator of child care center

Group home child care provider (you care for up to 12 children in your home)

Family home child care provider (you care for up to 6 children in your home)

Relative care provider (you care for family members' children in your home)

Day care aide (you care for children in their own homes)

No longer providing child care → STOP HERE AND RETURN THE SURVEY IN THE ENCLOSED ENVELOPE.

2. In what county do you provide child care? _____

3. What is the five-digit zip code of the place where you provide child care? _ _ _ _ _

4. Do you have access to the Internet? Yes No

Hours of Operation and Types of Care

5. In the following table, for each day of the week, indicate if you/your center is regularly open to provide care (✓ yes or no) and, if so, indicate your/your center's hours of operation.

	Open?	If open, hours of operation? (Circle AM or PM for each response.)
Monday	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____ AM or PM to _____ AM or PM
Tuesday	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____ AM or PM to _____ AM or PM
Wednesday	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____ AM or PM to _____ AM or PM
Thursday	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____ AM or PM to _____ AM or PM
Friday	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____ AM or PM to _____ AM or PM
Saturday	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____ AM or PM to _____ AM or PM
Sunday	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____ AM or PM to _____ AM or PM

Please continue on the back of this page →

6. What age groups do you/your center accept?

Age Group	Do you/your center accept children in this age group?
a) Infants (younger than 1 year)	<input type="checkbox"/> Yes <input type="checkbox"/> No
b) Toddlers (1 year up to 2 ½ years)	<input type="checkbox"/> Yes <input type="checkbox"/> No
c) Preschoolers (2½ years up to 5 years)	<input type="checkbox"/> Yes <input type="checkbox"/> No
d) Kindergarteners (before or after school)	<input type="checkbox"/> Yes <input type="checkbox"/> No
e) School-age Children (before or after school)	<input type="checkbox"/> Yes <input type="checkbox"/> No

7. Do you/your center generally provide child care during the following times? For each of the times that you provide care, indicate whether you charge a higher rate than usual.

	Do you generally provide care during this time?	If yes, do you charge a higher rate than usual during this time ?
School vacation weeks	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
National holidays (public school is closed)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Summer vacation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Overnight care	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Weekend care	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Weekday early mornings (before 7:00 am)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Weekday evenings (after 6:00 pm)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

8. Do you/your center accept children with identified special needs? Yes No

8a. If yes, are there any children with identified special needs currently enrolled/in your care? Yes No

Please continue on the next page →

Rates You Charge for Child Care

Use the following definitions of part time care & full time care to answer Questions 9 – 11:

Part time care: child is with provider for **35 hours or fewer** per week

Full time care: child is with provider for **more than 35 hours** per week

9. In the following table, indicate the total number of part time and full time children in your/your center's care. Include private pay children and children who receive a subsidy from the Family Independence Agency (FIA).

	Part Time (PT) (35 hrs. or fewer/wk.)	Full Time (FT) (more than 35 hrs./wk.)	TOTAL (PT + FT) Enrollment
a) Infants (younger than 1 year)	# _____	# _____	# _____
b) Toddlers (1 year up to 2 ½ years)	# _____	# _____	# _____
c) Preschoolers (2½ years up to 5 years)	# _____	# _____	# _____
d) Kindergarteners (before or after school)	# _____	# _____	# _____
e) School-age Children (before or after school)	# _____	# _____	# _____
			# _____ TOTAL # in Care

10. In the table below, write the amount you/your center charge for full time care for each age group; disregard FIA subsidy rates, sliding scale rates, employee discounts and other discounted rates. Fill in only those rates (i.e., hourly, full-day, weekly, monthly) that reflect how you/your center charge.

	Hourly rate	Full-day rate	Weekly rate	Monthly rate
a) Infant care (younger than 1 year)	\$ ____ . ____ per hour	\$ ____ . ____ per full day	\$ ____ . ____ per week	\$ ____ . ____ per month
b) Toddler (1 year up to 2½ years)	\$ ____ . ____ per hour	\$ ____ . ____ per full day	\$ ____ . ____ per week	\$ ____ . ____ per month
c) Preschool care (2½ years up to 5 years)	\$ ____ . ____ per hour	\$ ____ . ____ per full day	\$ ____ . ____ per week	\$ ____ . ____ per month
d) Kindergarten care (before or after school)	\$ ____ . ____ per hour	\$ ____ . ____ per session	\$ ____ . ____ per week	\$ ____ . ____ per month
e) School-age care (before or after school)	\$ ____ . ____ per hour	\$ ____ . ____ per session	\$ ____ . ____ per week	\$ ____ . ____ per month

Please continue on the back of this page →

11. In the table below, write the amount you/your center charge for part time care for each age group; disregard FIA subsidy rates, sliding scale rates, employee discounts and other discounted rates. Fill in only those rates (i.e., hourly, half-day, full-day, weekly) that reflect how you/your center charge.

	Hourly rate	Half-day rate	Full-day rate	Weekly rate
a) Infant care (younger than 1 year)	\$ ____ . ____ per hour	\$ ____ . ____ per half-day	\$ ____ . ____ per full day	\$ ____ . ____ per week
b) Toddler care (1 year up to 2 ½ years)	\$ ____ . ____ per hour	\$ ____ . ____ per half-day	\$ ____ . ____ per full day	\$ ____ . ____ per week
c) Preschool care (2½ years up to 5 years)	\$ ____ . ____ per hour	\$ ____ . ____ per half-day	\$ ____ . ____ per full day	\$ ____ . ____ per week
d) Kindergarten care (before or after school)	\$ ____ . ____ per hour	\$ ____ . ____ per session	N/A	\$ ____ . ____ per week
e) School-age care (before or after school)	\$ ____ . ____ per hour	\$ ____ . ____ per session	N/A	\$ ____ . ____ per week

Additional Information

12. How long have you/your center been providing child care? _____ years

13. What is the highest level of education you have completed? (Check only one.)

- | | | |
|------------------------------------------------------------------------------------------------------------|-----|----|
| <input type="checkbox"/> Master's degree or higher; is your degree in early childhood or a related field?* | Yes | No |
| <input type="checkbox"/> Bachelor's degree; is your degree in early childhood or a related field?* | Yes | No |
| <input type="checkbox"/> Associate's degree; is your degree in early childhood or a related field?* | Yes | No |
| <input type="checkbox"/> CDA (Child Development Associate) | | |
| <input type="checkbox"/> High school diploma or GED | | |
| <input type="checkbox"/> Less than a high school diploma | | |

* Related fields may include early childhood education, human/child development, elementary education, & psychology.

14. What is your/your center's accreditation status? (Check all that apply.)

- ☐ Not accredited
- ☐ Working on NAEYC (National Assoc. for the Education of Young Children) accreditation
- ☐ NAEYC accredited
- ☐ Working on NAFCC (National Assoc. for Family Child Care) accreditation
- ☐ NAFCC accredited
- ☐ NSACA (National School Age Care Alliance) accredited

THANK YOU! PLEASE RETURN THE SURVEY IN THE ENCLOSED ENVELOPE.

**CITIZENSHIP/ALIEN
STATUS****All Programs**

Persons listed under the program designations in "[Acceptable Status](#)" meet the requirement of citizenship/alien status. Eligibility may depend on whether or not the person meets the definition of "[Qualified Alien](#)."

QUALIFIED ALIEN**All Programs**

The definition of qualified alien includes specific alien statuses, but not all alien statuses. This definition is used in several of the acceptable alien statuses, in conjunction with other criteria. Not all acceptable alien statuses require that the person be a qualified alien.

Qualified alien means an alien who is:


- lawfully admitted for permanent residence under the INA; or
- granted asylum under section 208 of the INA; or
- a refugee who is admitted to the U.S. under section 207 of the INA; or
- paroled into the U.S. under section 212(d)(5) of the INA for a period of at least 1 year; or
- an alien whose deportation is being withheld under section 241(b)(3) or 243(h) of the INA; or
- granted conditional entry pursuant to section 203(a)(7) of the INA; or
- a Cuban/Haitian entrant; or
- an alien who has been battered or subjected to extreme cruelty in the U.S. by a U.S. citizen or legal permanent resident spouse or parent, or by a member of the spouse or parent's family living in the same household, or is the parent or child of a battered person,

ELIGIBILITY CHART The following chart provides the valid Child Development and Care services combinations by eligibility group and need (reason). (Blank spaces indicate no eligibility for the eligibility group/need reason combination).

Determination of eligibility **must** be made in descending order.

**CHILD DEVELOPMENT AND CARE ELIGIBILITY CHART
EFFECTIVE AUGUST 12, 2001**

Note: CIMS ELIGIBILITY AND REASON CODES ARE INDICATED IN PARENTHESES

DAY CARE VALID NEED REASONS				
Each CDC Parent/Substitute Parent must be unavailable due to a valid need reason				
ELIGIBILITY GROUPS 	HIGH SCHOOL COMPLETION	EMPLOYMENT	FAMILY PRESERVATION	MWA APPROVED ACTIVITY

CATEGORICALLY ELIGIBLE (no income determination)				
- Protective Services	NO*	NO*	YES (03/06) if required by an active Protective Services case plan.	NO*
- Preventive Services	NO*	NO*	YES (15/06) if required by an active Preventive Services case plan.	NO*
- Foster Care	YES (16/03)	YES (16/04)	YES (16/06)	YES (16/03)
- FIP Related**	YES (04/03)	YES (04/04)	YES (04/06)	YES (06/03)

INCOME ELIGIBLE (income determination and child support cooperation required)				
- Income Eligible	YES (10/03)	YES (10/04)	YES (10/06)	YES (12/03)

* Child may be eligible in a lower row of the chart.

** FIP Related means the child or Parent/Substitute Parent currently receives FIP or SSI; or the child or Parent/Substitute Parent received FIP within the previous 6 CDC pay periods; or the family is applying for FIP and child care is needed to participate in a required MWA activity

CHILD DEVELOPMENT AND CARE INCOME ELIGIBILITY SCALE

CDC program groups in the income eligible group must have gross income that falls within the income scale below to be eligible to receive agency payment for the full or partial cost of covered child care needs up to 95% of the agency's maximum rates.

	Gross Monthly Income				
Group Size 1	\$0-\$1496	\$1497-\$1533	\$1534-\$1570	\$1571-\$1607	No FIA assistance if gross monthly income is over \$1607
Group Size 2	\$0-\$1496	\$1497-\$1533	\$1534-\$1570	\$1571-\$1607	No FIA assistance if gross monthly income is over \$1607
Group Size 3	\$0-\$1847	1848-\$1895	\$1896-\$1943	\$1944-\$1990	No FIA assistance if gross monthly income is over \$1990
Group Size 4	\$0-\$2198	\$2199-\$2255	\$2256-\$2311	\$2312-\$2367	No FIA assistance if gross monthly income is over \$2367
Group Size 5	\$0-\$2551	\$2552-\$2616	\$2617-\$2681	\$2682-\$2746	No FIA assistance if gross monthly income is over \$2746
Group Size 6	\$0-\$2902	\$2903-\$2976	\$2977-\$3050	\$3051-\$3123	No FIA assistance if gross monthly income is over \$3123
Group Size 7	\$0-\$3253	\$3254-\$3336	\$3337-\$3418	\$3419-\$3500	No FIA assistance if gross monthly income is over \$3500
Group Size 8	\$0-\$3604	\$3605-\$3695	\$3696-\$3786	\$3787-\$3877	No FIA assistance if gross monthly income is over \$3877
Group Size 9	\$0-\$3955	\$3956-\$4055	\$4056-\$4155	\$4156-\$4254	No FIA assistance if gross monthly income is over \$4254
Group Size 10+	\$0-\$4309	\$4310-\$4417	\$4418-\$4525	\$4526-\$4634	No FIA assistance if gross monthly income is over \$4634
% of FIA Rate Paid	95%	90%	80%	70%	

Effective 2/01/03



**CHILD DEVELOPMENT AND CARE
CERTIFICATE/NOTICE OF
AUTHORIZATION**
State of Michigan
Family Independence Agency (FIA)

Case Name				
Grantee Client ID				
Case Number				
County	District	Section	Unit	Worker
Date			Provider I.D. No.	

NOTICE TO ALL PROVIDERS:

- Child Development and Care services are authorized or changed for the children listed below.
- If no part-time, full-time, or over-time is checked below, Child Development and Care services have not been authorized or have been canceled.
- Providers are responsible for submitting billing information.
- Providers must bill within 12 months after care is provided to receive payment.
- Care cannot be authorized or billed for vacation periods of the customer, child or the provider.
- **You may bill only for care that was actually provided** except as otherwise explained in the Provider Handbook and Billing Instructions, FIA Pub-230.
- In no case will FIA pay for more than 140 hours per pay period per child.

IMPORTANT:

- **The customer is responsible for payment of any amounts not paid by FIA.**
- **The amount FIA will pay may decrease or stop if the customer's circumstances change or if the Agency's policy changes and/or the customer is no longer eligible for services.**
- **The actual amount the FIA will pay varies based on care authorized, hours of care provided, your charge for care, the FIA maximum reimbursement rate and the customer's copay.**

AUTHORIZATION INFORMATION:

CHILD'S NAME	CHILD ID NO.	DATE OF BIRTH	PAY PERIOD DATES		BIWEEKLY MAXIMUM			
			Begin	*End	** Part time	*** Full time	**** Over time	Department Pay Percent (DP%)
								%
								%
								%
								%
								%
								%

Comments :

*If there is all 99/99/9999 at the end of the pay period date, authorization will continue until you are mailed notification of an end date.

**Part-time allows for care up to 70 hours in a two-week pay period

***Full-time allows for care from 71 to 100 hours in a two-week pay period

****Over-time allows for care from 101 to 140 hours in a two-week pay period

If benefits are overpaid for any reason, the extra benefits received will have to be repaid. If intentional misrepresentation caused the overpayment, the responsible party, including any adult in the program group or the group's authorized representative or provider of goods or services, may be prosecuted for fraud.

The Family Independence Agency will not discriminate against any individual or group because of race, sex, religion, age, national origin, color, height, weight, marital status, political beliefs or disability. If you need help with reading, writing, hearing, etc., under the Americans with Disabilities Act, you are invited to make your needs known to an FIA office in your county.

Family Independence Specialist	Local FIA Office	Phone Number
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